S.J. Barrett

Global Environmental, Civil Rights and Peace Activist

Art Director, Multimedia Productions and Broadcasting

https://youtube.com/@spencerduhbarrett

https://archive.org/details/ccMAGv1.21/page/n1/mode/1up

5417604048

Abstract

Importance The 2009 Family Smoking Prevention and Tobacco Control Act required the US Food and Drug Administration (FDA) to issue a rule requiring graphic warning labels depicting the health consequences of smoking for prominent placement on cigarette packages and advertising. The tobacco industry filed a lawsuit against the FDA claiming that the required graphic labels constituted compelled speech in violation of First Amendment speech rights, and courts ruled for the tobacco industry. Subsequently, the FDA thoroughly redesigned the graphic labels and issued a revised rule, but the tobacco industry immediately filed a similar lawsuit against the FDA again on First Amendment grounds.

Observations This article examines the delicate balance between First Amendment speech rights vs the right of the public to receive truthful, accurate, and

OPT-IN

SAMPLE BINGUAL FORMS FOR OPTING OUT

Act to Protect Your Privacy from Military Recruiters

You may be harassed at home by military recruiters because your name, address and phone number will be given to them by your school — unless you tell your school to not give out the information. To exercise your legal right to have this information kept private, you should notify your school office as soon as possible. Some school districts may provide their own forms for this, but they must obey your request no matter how you submit it. You can write your own letter or use the one below. Use a letter or form for each individual student and keep a copy. It is not required by law, but we recommend having a parent or guardian also sign:

Date:_____

Dear administrator of _____:
(Name of high school)

We are exercising our right under the *No Child Left Behind Act of 2001**, and hereby request that the name, address, and telephone listing of:

_____,
(Print name of student)

who is a current student at your school, **not** be released to military recruiters without prior written parental consent. We do, however, consent to the disclosure of such information to colleges and universities other than military schools.

_____
Print name of parent or legal guardian above

_____
Signature of parent or guardian

_____
Signature of student

•Note to school administrators: Once this request is given to you, it is a serious violation of federal law to disregard it and release the name, address and phone number of this student to any military recruiter without prior written consent. Section 9528(a) of Public Law 107-110 states: (2) CONSENT-A secondary school student or the parent of the student may request that the student's name, address, and telephone listing described in paragraph (1) (i.e., the paragraph requiring schools receiving federal aid to release information to military recruiters] not be released without prior written parental consent, and the local educational agency or private school shall notify parents of the option to make a request and shall comply with any request.

This flier was produced by the San Diego Coalition for Peace and Justice, www.sdcpj.org. For more information on military recruiting and student lists, contact the Project on Youth and Non-Military Opportunities, 760-634-3604, projyano@aol.com.

Proteja Ud. Sus Datos Personales de los Reclutadores Militares

Los reclutadores militares pueden molestarle a Ud. porque la administration de su escuela les ha dado su nombre, direction y numero de telefono. Para evitarlo, hay que asegurar tan pronto posible que la escuela no comparta S'JS datos personales. ES SU DERECHO LEGAL. LOS DISTRITOS TIENEN QUE CUMPLIR. Algunos distritos tienen su propia forma o se puede escribir una carta o se puede usar esta. Hace falta una forma para cada alumno. Se recomienda que la forma este firmada o por los padres o por un guardian legal.

Fecha/Date:_____

Dear administrator of _____:
(Nombre de la escuela/Name of high school)

We are exercising our right under the *No Child Left Behind Act of 2001**, and hereby request that the name, address, and telephone listing of:

_____,
(Nombre del estudiante/Print name of student)

who is a current student at your school, **not** be released to military recruiters without prior written parental consent. We do, however, consent to the disclosure of such information to colleges and universities other than military schools.

_____
Nombre del padre, madre o guardian/Print name of parent or legal guardian above

_____
Firma del padre, madre o guardian/Signature of parent or guardian

_____
Firma del estudiante/Signature of student

•Note to school administrators: Once this request is given to you, it is a serious violation of federal law to disregard it and release the name, address and phone number of this student to any military recruiter without prior written consent. Section 9528(a) of Public Law 107-110 states: (2) CONSENT-A secondary school student or the parent of the student may request that the student's name, address, and telephone listing described in paragraph (1) (i.e., the paragraph requiring schools receiving federal aid to release information to military recruiters] not be released without prior written parental consent, and the local educational agency or private school shall notify parents of the option to make a request and shall comply with any request.

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MILITARY OPT-OUT FORM
SECTION 9528 REQUEST
Opt-Out Form for High School Students

I, _____, hereby exercise my federal right, granted to me by the
(parent name)
Congress of the United States under Section 9528 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, (and any other applicable state, federal or local law or any school policy), and request that the name, address, and telephone listing of _____ (student name) _____, a current student at O'Dea High School, **not** be released to military recruiters without prior written parental consent.

Parent Signature _____ Date _____

Student's Name _____

Address _____

City, State, Zip _____

Sec. 9528. Armed Forces Recruiter Access to Students and Student Recruiting Information

(a) POLICY-

(1) Access to Student Recruiting Information – Notwithstanding section 444 (a)(5)(B) of the General Education Provisions Act and except as provided in paragraph (2), each local educational agency receiving assistance under this Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, addresses and telephone listings.

(2) Consent – A secondary school student or the parent of the student may request that the student's name, address and telephone listing described in paragraph (1) not be released without prior written parental consent, and the local educational agency or private school shall notify parents of the option to make a request and shall comply with the request.

SAMPLE PARENT PERMISSION SLIP & "OPT-OUT" FORM

"Active" Parent Permission Slip Template:

"Opt-Out" Template:

ALIVE proposal
green city
disaster preparedness
public health warning labels and
consent forms

Brooklyn Technical High School — *Randy J. Asher, Principal*

29 Fort Greene Place · Brooklyn, New York · 11217 · Telephone: (718) 804 - 6400 · Fax: (718) 260 - 9245 · www.bths.edu

October 1, 2012

Dear Parent/Guardian and Student:

Federal law requires the New York City Department of Education (DOE) to provide names, addresses, and telephone numbers of 11th and 12th grade high school students to military recruiters and institutions of higher education that request this information, except where the parent or student opts out by notifying the DOE **in writing** that he/she does not consent to release this information. While we are committed to protecting the confidentiality of our students, we must comply with the law.

Parents/guardians and students who do not want contact information disclosed to military recruiters and/or institutions of higher education **must** fill out the attached form and return it to the school's guidance counselor by **October 19th, 2012**. We are required to release contact information to military recruiters and/or institutions of higher education for all 11th and 12th grade students unless the student or parent/guardian returns the attached opt-out form.

Please be aware that you can change your options at any time. If you do not submit the form now, you may still opt out at **any time**. Please advise the principal in writing if you change your decision at a later date.

For more information or assistance, please refer to **Chancellor's Regulation A-825** or contact the Military Recruitment Liaison in your school.

Sincerely,

Randy J. Asher
Principal

city sponsored: modern slavery human
trafficking, ecocide, gangs and drugs

NCLB Military Recruitment "Opt Out" Form

Section 9528 of the No Child Left Behind Act of 2001 requires schools to release Student's private information to military recruiters unless families chose to "opt out" in writing.

The following form provides the option to remove your child's and/or family's name from the Military Recruitment List.

As a parent/legal guardian, I am exercising the right to "opt-out" and request that you do not share the name, address and telephone number of the following student to military recruiters.

Student Name and Id number:

_____

Signature of Parent:

_____

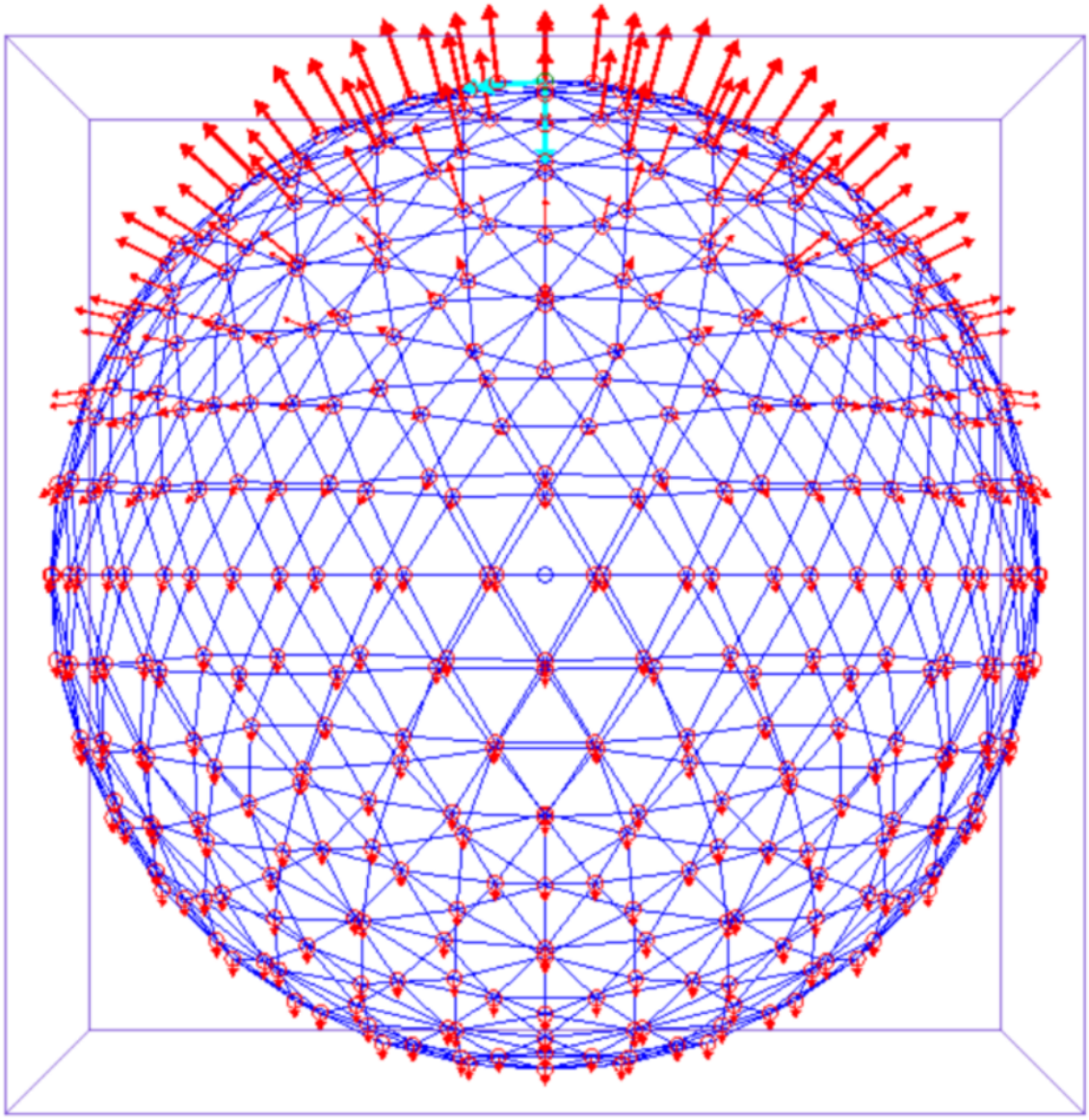
Date: _____

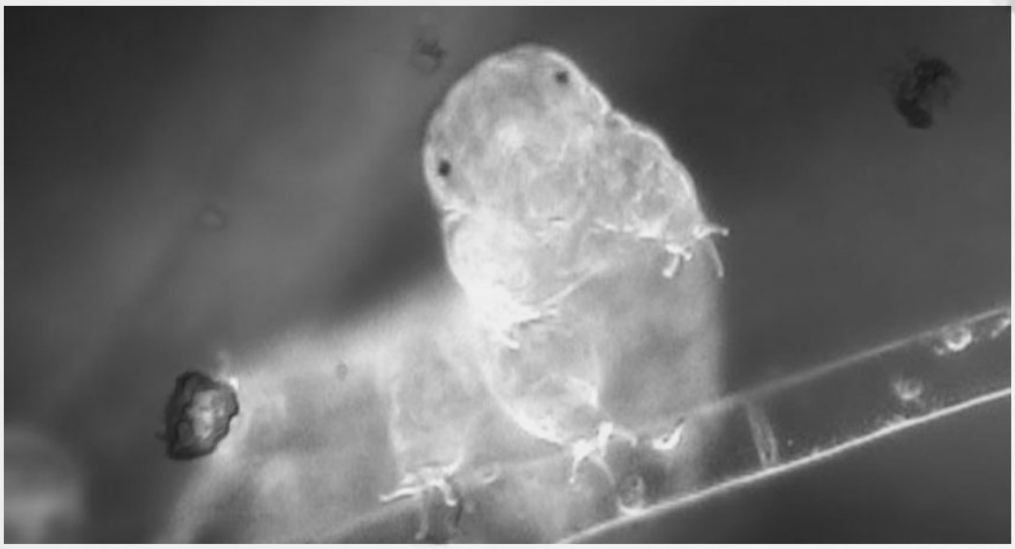
Federal public law 107-110, section 9528 of the ESEA, "No Child Left Behind Act" requires school districts to release student names, addresses, and phone numbers to military recruiters upon request. The law also requires the school district to notify students and parents of the right to Opt-Out from this by requesting that the district not release students' information to military recruiters. This form is intended to serve as a request to withhold this information.

OPT OUT

it goes up

it goes up





the birds and the bees
and the subtle art of
war propaganda systems/machinery
...
all violence is repressed sexuality
"well, how's your sex life?" -the
average psychosexual Freudian
dehumanizing psychiatrist
....
the socio spiritual antithesis and
cultural collective consciousness
synthesis, shared stories and innate
knowledge - jungian humanism
...
"all anger is repressed control/
awareness of breath, projecting
suffocation"
-kriya yogi
...
learning breath control and inner
dialogue techniques to encourage
highest personality development
...

join the

(Cc) collective

?

video and photo reporting and broadcasting

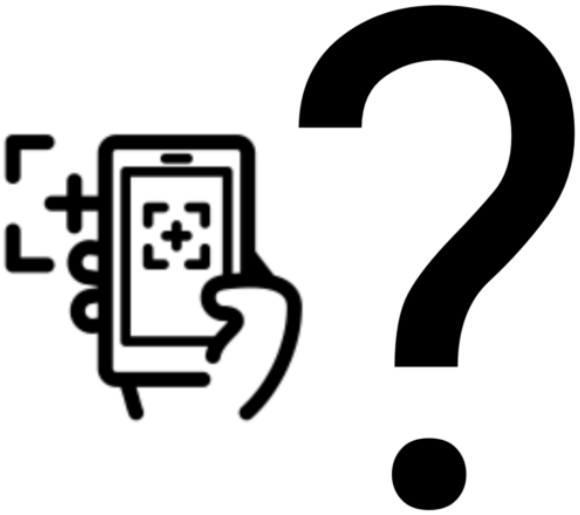
local events and ideas collective

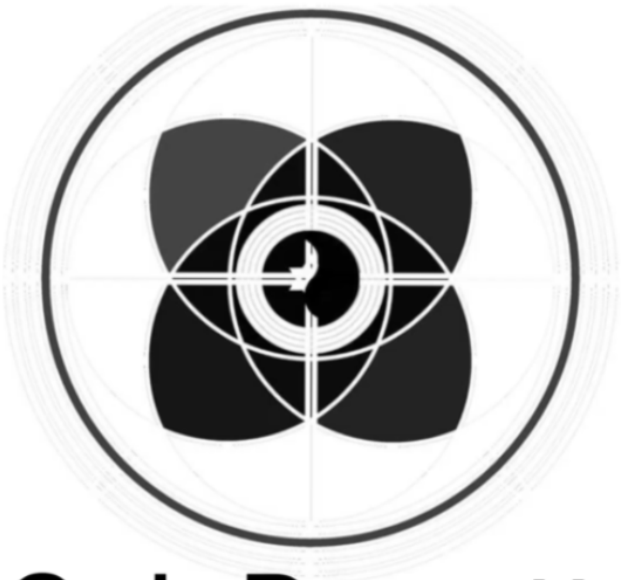
YouTube and Reddit online forum Communities Meet

YouTube real world Live action news reporting reddit

join the

(Cc) collective





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local events and ideas collective

https://archive.org/details/ccMAGv1.21/page/n1/mode/1up

YouTube and Reddit online forum Communities Meet

YouTube real world Live action news reporting reddit

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Peace activism playlist:
https://youtube.com/playlist?list=PLm28Fk50yliRqzxz4S9HCUtlaJvy1WQOI

1. Creating an eco city with indigenous wisdom - the Eco Summit: Playlist:
https://youtube.com/playlist?list=PLm28Fk50yliTQDCzPhYa3y1J
_SW166eu2
2. Alive Proposal: https://youtu.be/y6JlH6gXlL8
3. Museums change and our future: https://youtu.be/DIw8i8AJ4lM
4. Rights of nature Winona laduke: https://youtu.be/YI3sHMLKSig
5. Calc Vietnam war story retelling: https://youtu.be/xZynHMonmuY
6. Microgrids: https://youtu.be/8u1GxC-QvBk
7. Ashland culture of peace commission: https://youtu.be/ycLBGk1d1Yo
Playlist:
https://youtube.com/playlist?list=PLm28Fk50yliSXQspun3_2ZEsj9ZjnRaJJ
8. Cascadianow: Playlist:
https://youtube.com/playlist?list=PLm28Fk50yliSRGsGNupigqKDrd61S8ZLI

SEVERE WEATHER ALERTS

WATCH

THE UNIVERSAL DECLARATION OF Human Rights

WARNING

ISSUED WHEN SEVERE WEATHER IS IMMINENT OR HAPPENING

TAKE SHELTER IMMEDIATELY!

TAKE ACTION!

NO MORE

FAKE

NEWS

local news coverage, academic and institutional collaborations

local and innovative idea production and broadcasting, art and science

HELP OPEN-SOURCE/ DECENTRALIZE BIG MEDIA

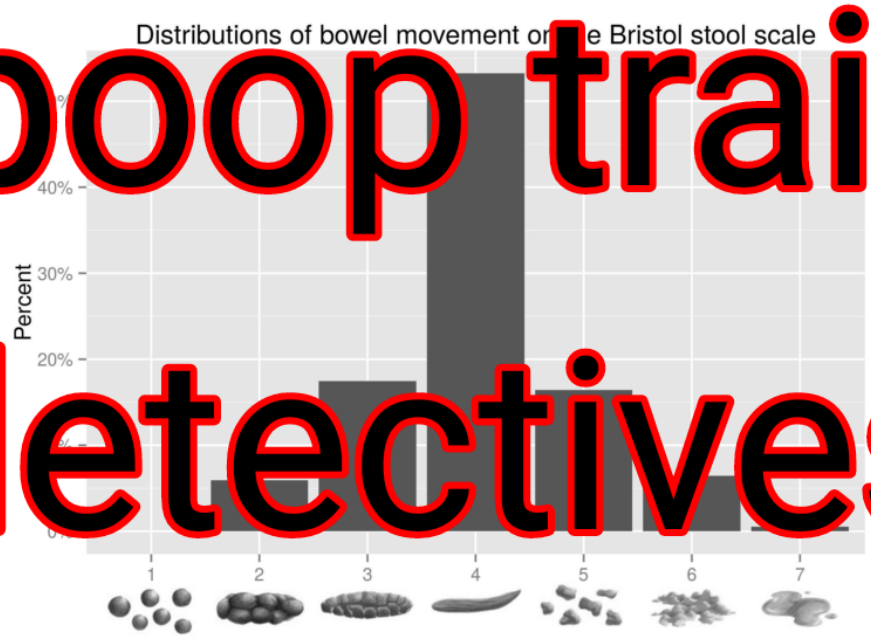
your feedback is essential!

promulgation of rules/operating-instructions/laws and theories
universal needs and language
full informed and voluntary explicit consent
opt in and opt out forms
environmental footprint stoichiometry

MINUTEMEN

forums and quorums

poop trail detectives



transparent waste product

graphical analysis

for individual or group reflection

full scale behavioral systems mapping

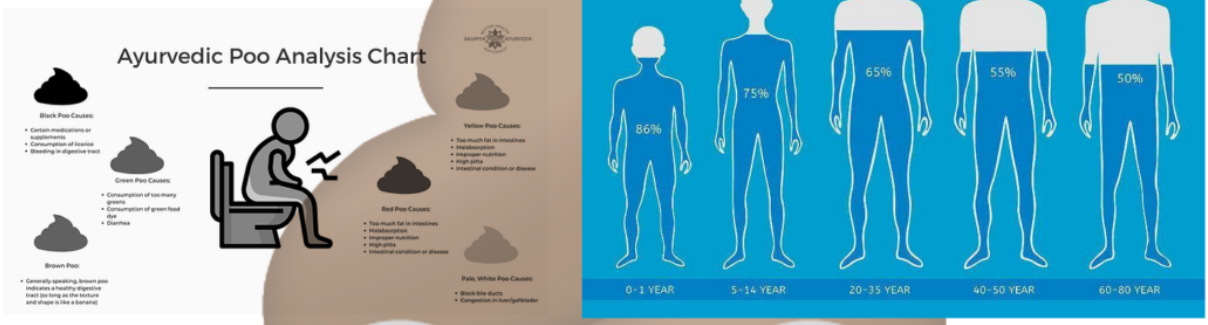
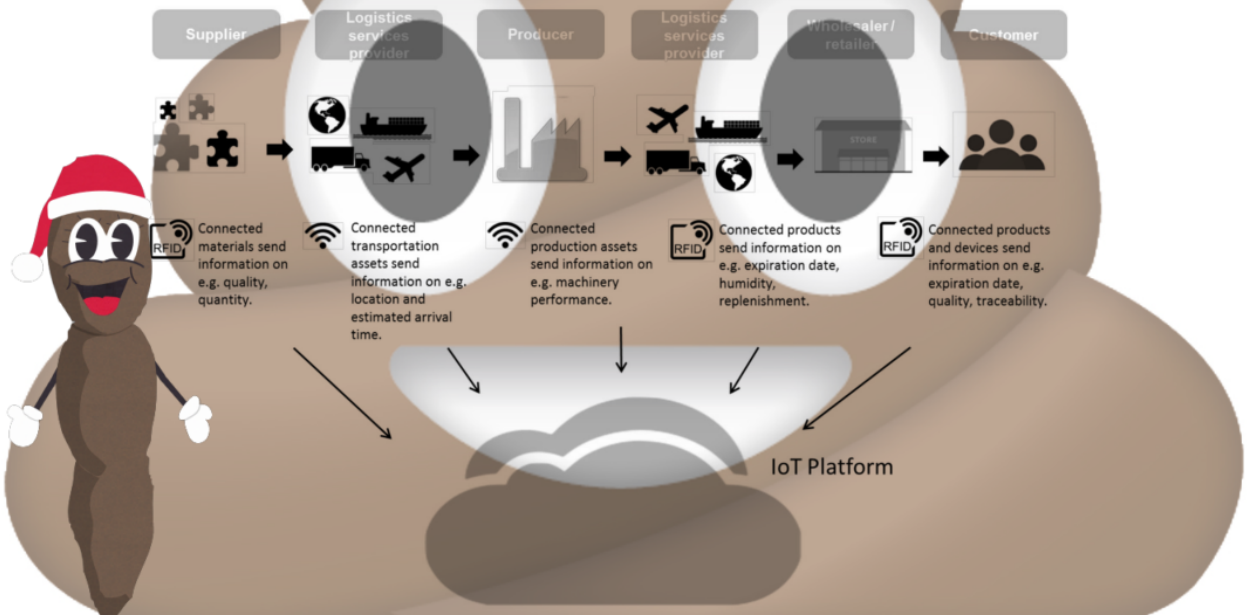
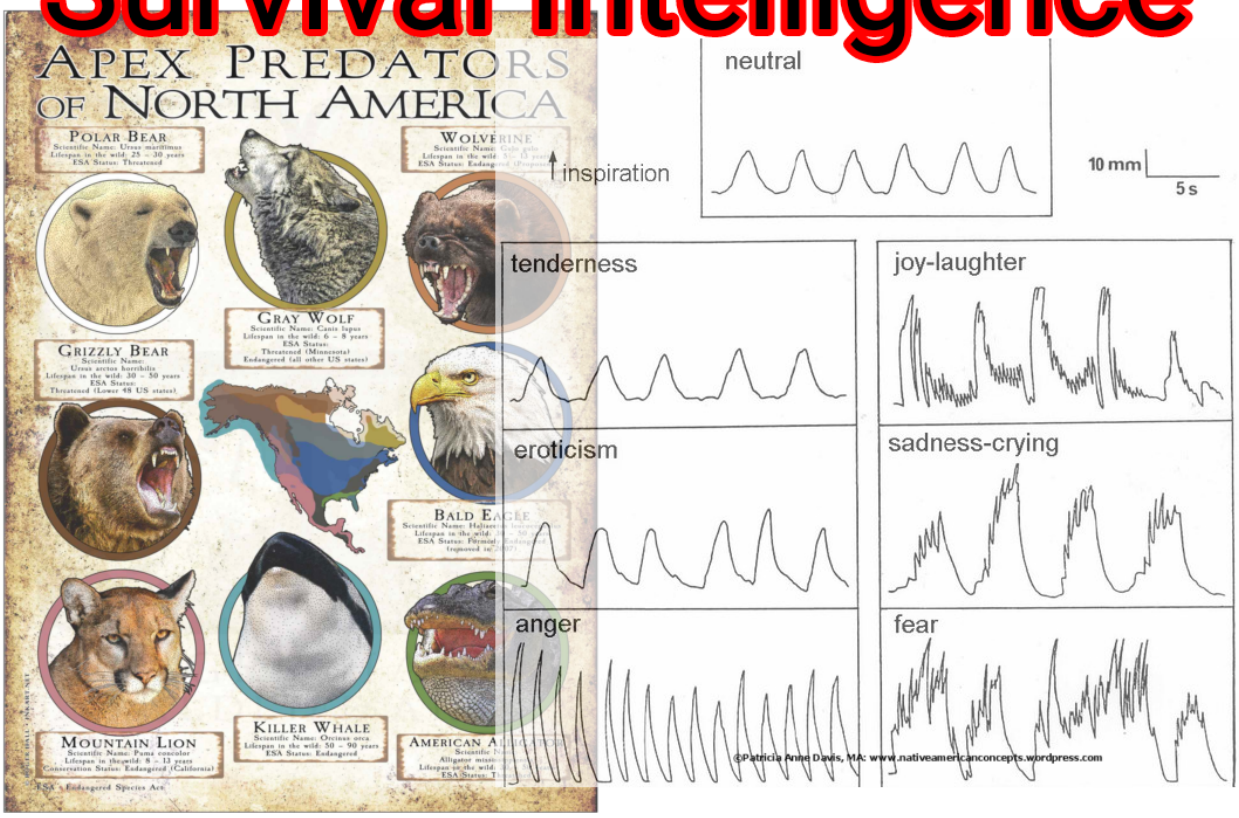
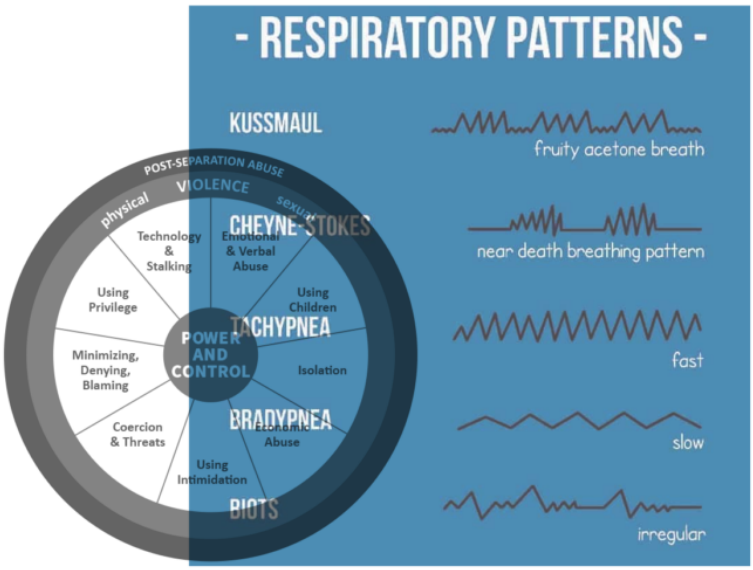


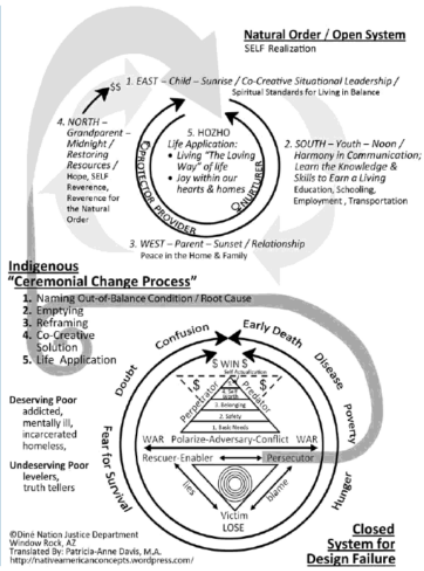
Figure 6. Example of IoT and Supply Chain Management



Survival Intelligence





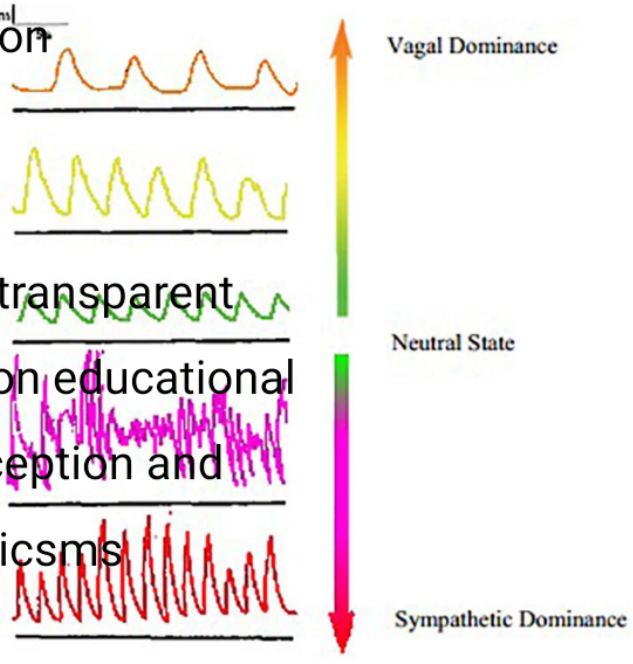


fight or flight based perception

prana breath control

depth and rate mapping

whole body exploration and transparent monitoring self representation educational psychological lenses of perception and biological response mechanicsms



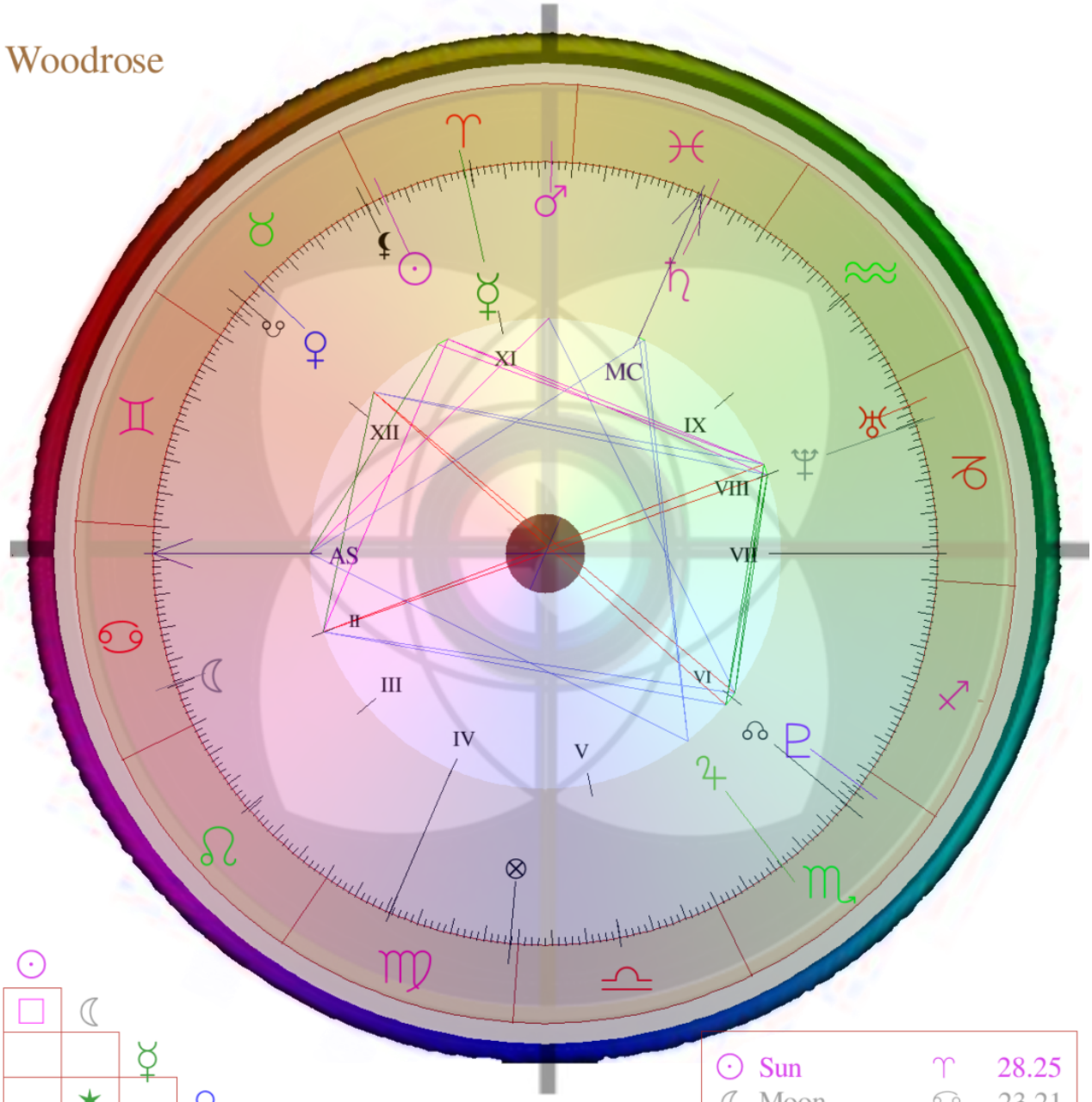
calling all

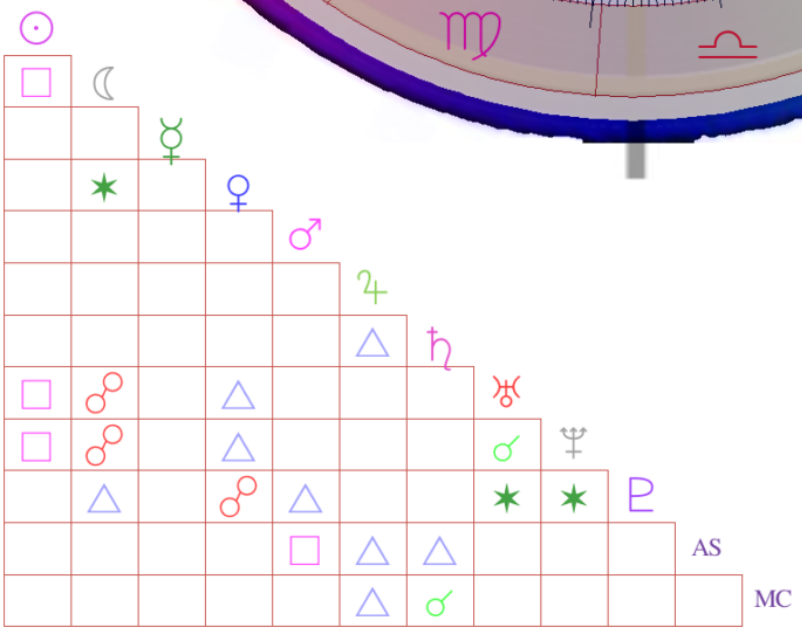
graphic artists, musicians, artists, scientists, innovative thinkers, grassroot environmental and human rights nonprofits

brainstorming, adaptable OPEN-SOURCE templates for multi purpose/format distribution

multimedia magazine distribution, in paper, jpg, gif formats simplified and streamlined for smart phone communications and paper back/newspaper copies.

Woodrose





☉	Sun	♈	28.25
☾	Moon	♋	23.21
☿	Mercury	♈	15.59
♀	Venus	♉	20.45
♂	Mars	♈	3.04
♃	Jupiter	♏	11.15
♄	Saturn	♓	9.07
♅	Uranus	♑	26.17
♆	Neptune	♑	23.21
♇	Pluto	♏	27.28
AS	I ASC	♋	3.59
MC	X MC	♓	10.35

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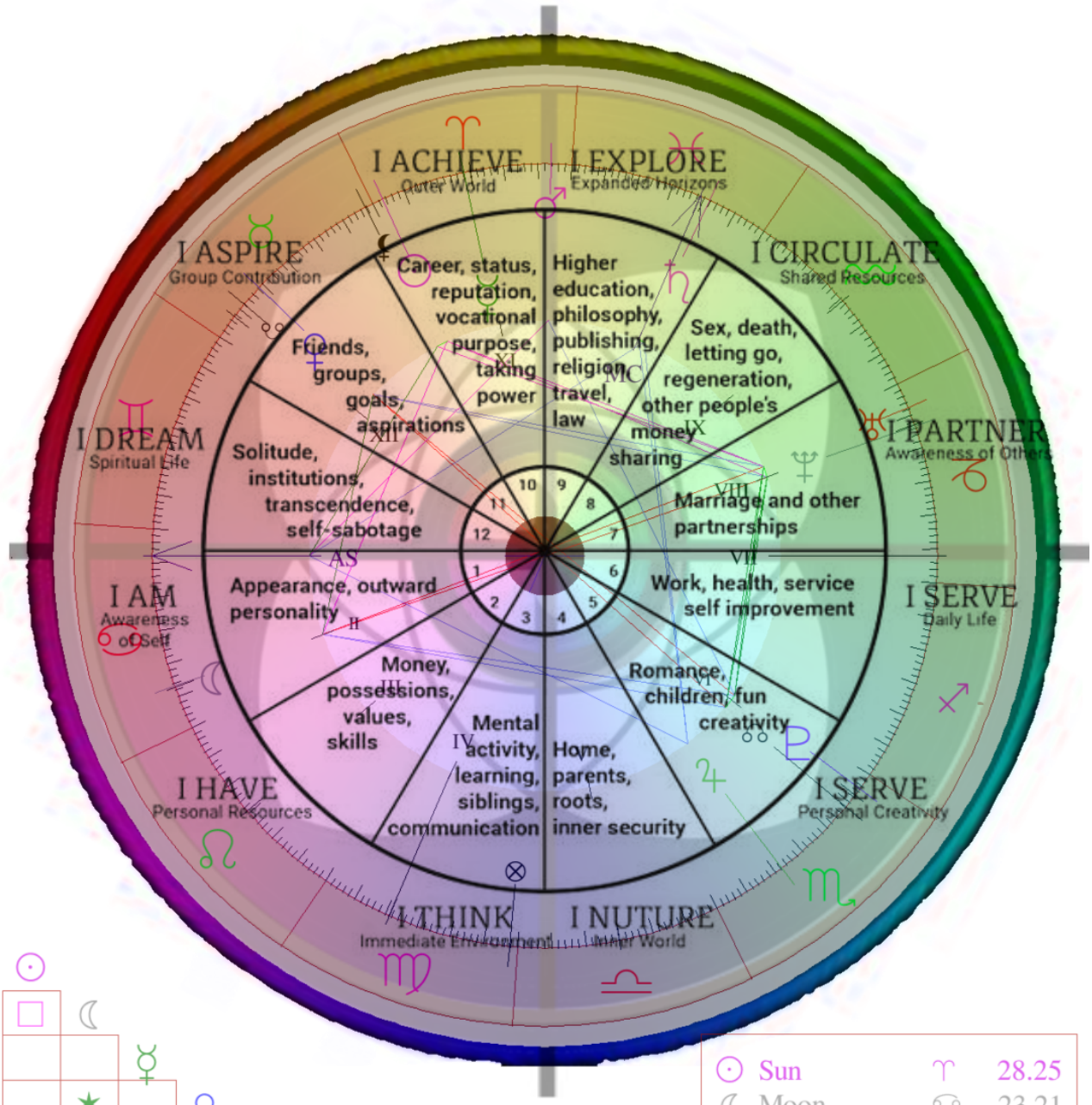

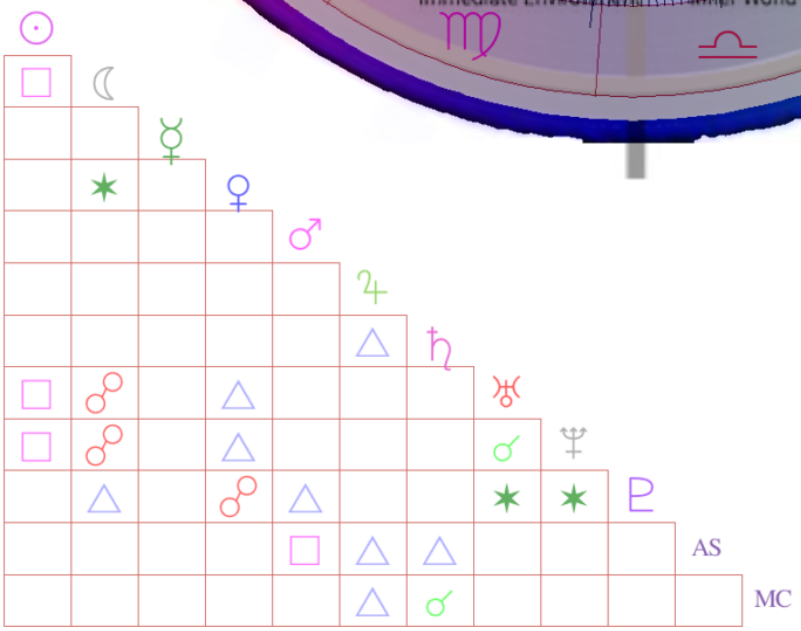

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♆	Neptune	♑	23.21
♇	Pluto	♏	27.28
AS	I ASC	♋	3.59
MC	X MC	♓	10.35

antagonism: active hostility or opposition.

survival based consciousness

misappropriation and abuse

road mapping, awareness, expansion,

education and integration

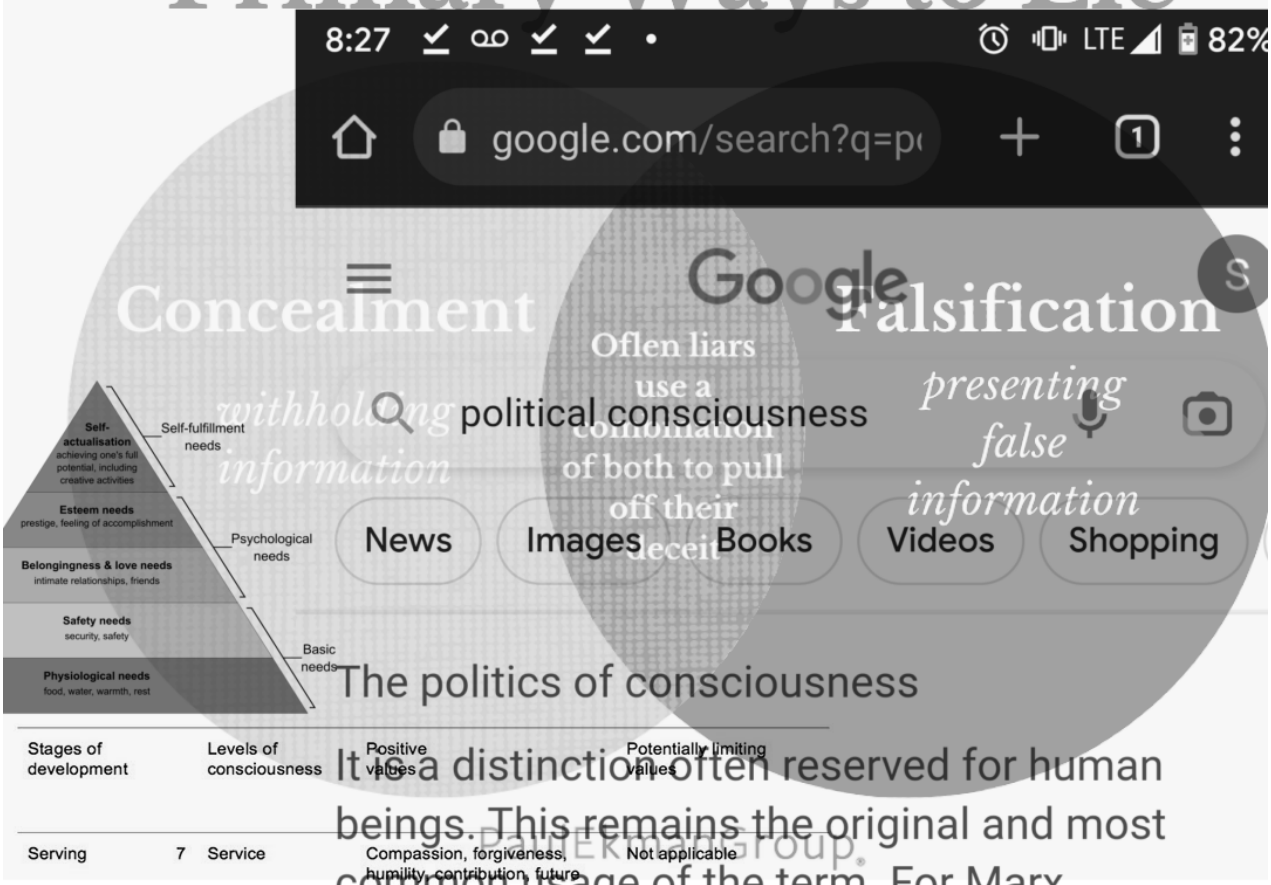
a resolution to the current public

health crisis

Stages described in the model of hierarchical complexity (adapted from Commons, Crone-Todd, & Chen, 2014)

Order of stage	What they do	How they do it	And result
0 – calculatory	Exact computation only, no generalization	Human-made programs manipulate 0, 1, not 2 or 3.	Minimal human result. Unorganized machines (in Turing's sense) act in a way analogous to this stage
1 – automatic	Engage in action "hard-wired" action at a time, no respondent conditioning	Respond, as a simple mechanism, to a single environmental stimulus	Single-celled organisms respond to a single stimulus in a way analogous to this stage
2 – sensory and motor	Discriminate in one fashion, stimuli generalization, move	Move eyes, turn head, elbows, head, view objects or move	Discriminations: establishing and reinforcing conditioned stimuli
3 – circular sensory-motor	Form open-ended proper classes	Reach, touch, grab, shake objects in particular ways	Open ended proper classifications, sensorimotor schemes
4 – sensory-motor	Form concepts	Respond to stimuli in a class successfully and non-stochastically	Morphemes, concepts
5 – normal	Find relations among concepts	Respond to objects and situations as successful commands	Single words: declaratives, adjectives, verbs, nouns, number names, letter names
6 – sentential	Imitate and acquire sequences; follow short sequential acts	Generalize match-dependent task actions; chain words	Various forms of pronouns: subject (I), object (me), possessive adjective (my), possessive pronoun (mine), and reflexive
7 – preoperational	Make simple deductions; follow lists of sequential acts; tell stories	Count event roughly events and objects; connect the dots; combine numbers and simple propositions	Connectives: as, when, then, why, before; products of simple operations
8 – primary	Form empirical rules involving time sequence; simple arithmetic	Add, subtract, multiplies, divides, counts, proves, does series of tasks on own	Time, space, short acts, actors, arithmetic outcome, sequence from calculation
9 – concrete	Carry out arithmetic, form cliques, plan deals	Discriminate, integrate, social rules, ignore simple social rules, takes and coordinates perspective of other and self	Variable time, place, act, actor, state, sequences, among others, reasonable deals, history, geography
10 – abstract	Discriminate, integrate, quantification: (none, some, all)	Manipulate variables and quantifiers; make and quantify propositions	Variable state, place, act, actor, state, sequences, some); categorical assertions (e.g., "We all die")
11 – formal	Argue, empirical, logical evidence, logic in linear, 1-dimensional	Coordinate systems with unknown using algebraic logic and empiricism	Relationships (for example: causality) are about variables, logic, one-dimensional, if then, thus, therefore, because; correct scientific solutions
12 – systematic	Coordinate multiple systems and matrices	Coordinate systems on one variable as input; consider relationships in contexts.	Events and concepts situated in a multivariate context; systems are formed out of relations; systems: legal, societal, corporate, economic, national
13 – metasystematic	Coordinate multiple systems and metasystems out of disparate systems	Create metasystems out of systems; compare systems and perspectives; name properties of systems: e.g. homomorphic, isomorphic, complete, consistent (such as tested by consistency proof(s), commensurable	Metasystems and supersystems are formed out of systems of relationships, e.g. contracts and promises
14 – paradigmatic	Coordinate multiple paradigms; show "incomplete" or "inconsistent" aspects of metasystems	Synthesize metasystems	Paradigms are formed out of multiple metasystems
15 – cross-paradigmatic	Relate systems together to form new fields	Form new fields by crossing paradigms, e.g. evolutionary biology + developmental biology = evolutionary developmental biology	New fields are formed out of multiple paradigms
16 – meta-cross-paradigmatic (or cross-paradigmatic-recursive)	Reflect on various paradigms and their operations	Study the dynamics of cross-paradigmatic thinking	The dynamics and limitations of cross-paradigmatic thinking are explained as they are recursively enacted

Primary Ways to Lie

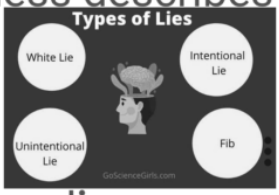


The politics of consciousness

Stages of development		Levels of consciousness	Positive values	Potentially limiting values
Serving	7	Service	Compassion, forgiveness, humility, contribution, future generations.	Not applicable
Integrating	6	Making a difference	Collaboration, empathy, intuition, mentoring, partnering, alliances.	Not applicable.
Self-actualizing	5	Internal cohesion	Honesty, trust, creativity, integrity, authenticity, meaning, internal alignment.	Not applicable.
Individuating	4	Transformation	Freedom, autonomy, accountability, adaptability, courage, personal growth.	Not applicable.
Differentiating	3	Self-esteem	Security, recognition, positive self-image, self-esteem, confidence.	Arrogance, pride, conceit, superiority, discrimination.
Conforming	2	Relationships	Safety, family, friendship, belonging, harmony.	Being liked, blame, jealousy, revenge.
Surviving	1	Survival	Survival, health, physical fitness, nutrition, financial stability.	Control, manipulation, greed, caution.

PAUL EKMAN Group®

It is a distinction often reserved for human beings. This remains the original and most common usage of the term. For Marx, consciousness describes a person's political sense of self. That is, consciousness describes a person's awareness of politics.



https://en.m.wikipedia.org › wiki

Political consciousness - Wikipedia

About featured snippets Feedback

People also ask

What is social political consciousness?

JOKES

AREN'T

FUNNY

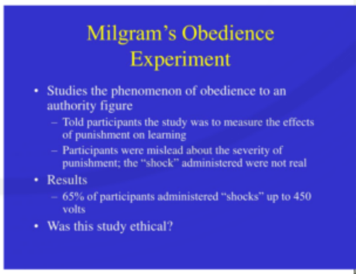
Cc: World Peace

Collective

Collaborative

Encouraging a Diversity of Voices

Please Participate



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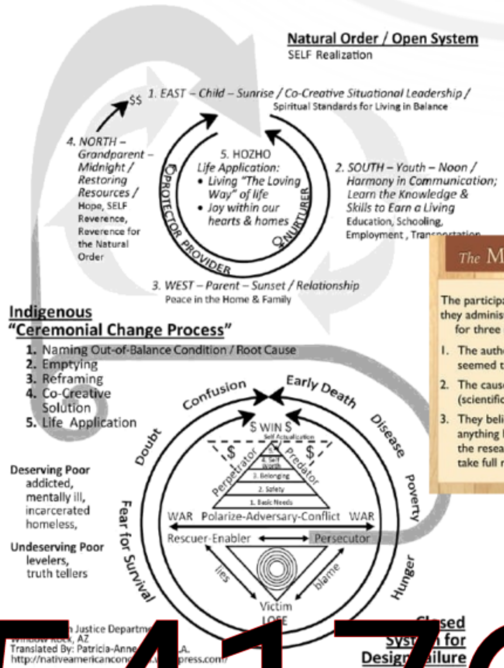

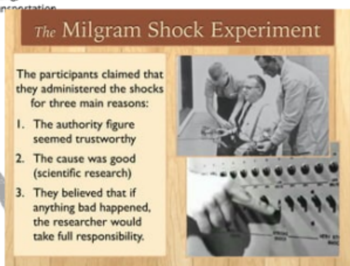

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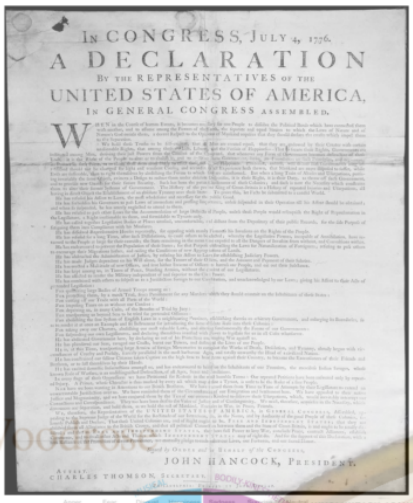
Informed & Voluntary Explicit Consent


IN CONGRESS, JULY 4, 1776.
A DECLARATION
BY THE REPRESENTATIVES OF THE
UNITED STATES OF AMERICA,
IN GENERAL CONGRESS ASSEMBLED.

THE UNIVERSAL DECLARATION
OF Human Rights

United Nations
General Assembly
A/68/216
Follow-up to the Declaration and Programme of Action on a Culture of Peace
Note by the Secretary-General

INVOLUNTARY ADMINISTRATION
UNITED NATIONS
MULTIPLE INTELLIGENCES
available alternative's:

Natural Order / Open System
SELF Realization
Indigenous "Ceremonial Change Process"
Closed System for Design Failure

join the
(Cc) collective
S.J. Barrett
5417604048

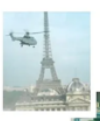
The Seville Statement on Violence

PREPARING THE GROUND FOR THE CONSTRUCTING OF PEACE

disseminated by decision of the General Conference of Unesco at its twenty-fifth session Paris, 16 November 1989

edited with commentary by David Adams

UNESCO 1991



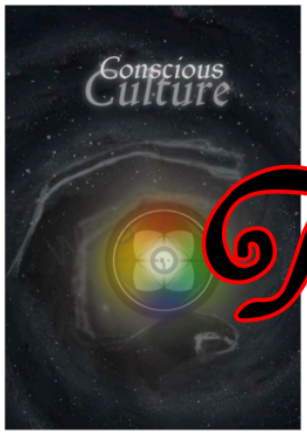
The History

of the Culture

of War

by David Adams

World Peace Magazine



ONE COMMUNITY.

FOR THE HIGHEST GOOD OF ALL

Wiki Loves FOLKLORE

reddit

YouTube

CITIES OF THE FUTURE

"What we have to do is to design a city as a living system, as an organism, as a university, that all the cities of the future will be university cities that grow, that continue to exchange ideas. The city will have a built-in transportation system so there are no accidents and no unthought out areas of technology. Medicine, botany, agriculture, the total system: one planning system."

- Jacque Fresco (1916-2017)
Founder of The Venus Project

"an honest to God" apple/ asshole*

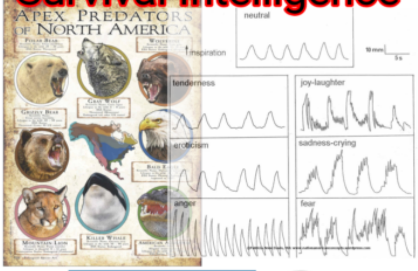
antagonism: active hostility or opposition.

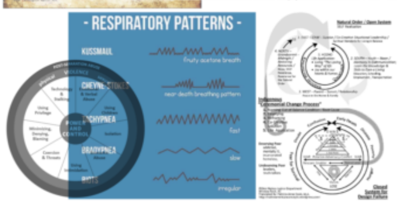
"half gallon of tequila is sounding real good right about now" the instigator/anti thesis/ antagonist

psycho-sexual Freudians meet socio-spiritual jungians

survival based consciousness
misappropriation and abuse
road mapping, awareness, expansion,
education and integration
a resolution to the current public
health crisis

Survival Intelligence





INVOLUNTARY ADMINISTRATION

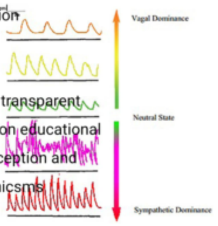
- systematic distortion of information
- the myth of human nature
- false, deficient beliefs clouding true universal needs/rights
- dehumanization and enemy creation
- win win, mutually beneficial partnerships

opt-out liability forms informational warning labels and secure voluntary, informed and explicit consent forms

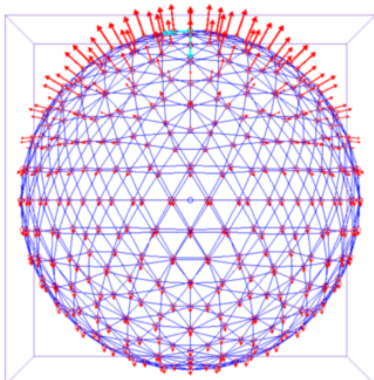
available alternative's:

behavioral conditioning awareness, techniques and successful inspirational, meaningful, long term occupations, institutional reformation

fight or flight based perception
prana breath control
depth and rate mapping
whole body exploration and transparent
monitoring self representation educational
psychological lenses of perception and
biological response mechanisms



it goes up



youtube

ccmag

wholebrain

greencity

S.J. Barrett

Global Environmental, Civil Rights and Peace Activist

Art Director, Multimedia Productions and Broadcasting

https://youtube.com/@spencerduhbarrett

https://archive.org/details/ccMAGv1.21/

541760404 8

CC:Emergency...RESPONSETRAINING(ConscienceCulture(Internalizat

Analysis

1. Protection;rights,life,preparation,security,defense
2. ProtectionToachieve Potential

CCisaboutresponding
Psych-dissonance(belief(limitations:Heuristics,memory)

- Self preservation turns to culture preservation, preserving the dream of all artists, inventors, etc for all mankind, otherwise it was all a waste, they're dead, the record will onlysurviveitwedo

Bio- native species reduction, disaster and collapse preparation, economic and environmental sustainabilitySocio-importanceofIndividuationinmaintainingbeliefs,morale
Politico/spirit-lackoffollowingdeclarations/commandments,

3recent articles:cokeandpepsiplasticbottles,nikeandappleslavelaborandBiological

- NativeSpeciesReduction(increasingrelianceonstate(indigenouslifestyle))
- Disasterandcollapsepreparation
- ConsciousofReliance(enslavement(untilcompletelyself-sufficient))ontheenvironment
  - Degradatio

nPsychological

- CognitiveDissonance
  - BeliefDisconfirmation
  - Effort(self)Justification
- InformationTheory
  - Heuristics
    - Trustmustbeaheuristic(limitedcomprehensionmeans limitedawareness)
  - Memory
    - 7+/-2
  - Bits/NeuroscienceofFreewillandUserIllusion
    - Userillusionsourceofnarcissisticanddamagingsuperiority/complex

Sociological

- SituationalAffect
  - De-individuation
    - MoralDisengagement
- Root ofallevil
  - Inequality(orJesus "money")
  - LessthanHuman
  - Sufferingisnecessa

rySpiritual/Governmental/Political

/

- LackofFollow-through(rights)
- Corruption
- Purpose(tomitigate)
- FinancialFeasibility

Pages:OpiumofthePeople(SG),Addiction(P),NarcissisticSuperiorityComplex(P),ModernHolocaust (S), *Justice (S), Pro Life and Pro Choice (SG), Affirm Life (P/B),* Family Restoration (B) & Individuation/**RECLAIMIDENTITY**(P/S)
Additional:Luxury Beliefs (opium of the people?) (SG), Motives of Scientists ((NPD/Superiority?) (P),VenusProject(B),Chinook(B)andtheManuscript(S)(IndustrialSocietyandIt'sFuture)),**WATERISLIFE**

1. **Needs**MetandCognitionPower/**FormalProcess**(HierarchyandCross-CulturalPiagetAnalysis)
2. **Trust**andHealth(Attachment Scienceandanalysis)
3. AssaultonIdentity(Self-fulfillingProphecy,ConfirmationBias,StereotypeThreat,GolemEffect)

Conclusio
n

1. Plato'sCaveAllegory
   a. Responsibility:TendingtotheFiresneeds
      i. RelationshiptowardsPerception(BigFlame/SmallFlame)
   b. RemovingBarriers
2. Contemporaries(placeinanalysis?)
   a. P.A.Davis-INDIVIDUAL
      i. FearforSurvivalcreates***Enemyimages***bothinternalandexternal
      ii. AffirmationofLife:
         1. Interconnection
         2. Win-WinConstructive
         3. Co-Creativeintentionalwellness
   b. D.Adams-ENVIRONMENT
      i. Themythofhuman naturediscouragespeaceactivist
      ii. ***Enemyimages***biologicalorcultural?
   c. D.Bella-DISSONANCE
      i. TheSystematicDistortionofInformation
      ii. Art oftheCity
         1. SalmonDay
         2. AreCarstheNew Tobacco?
3. Addiction(Analysis?)
   a. Crisis,Healing,Model,Meaning, SocialAction,IdentityExpansion
   b. LearningtoletgoofTheNeedtoControlOthersandFeelPowerful
4. ChinookResilience(Analysis?)
   a. Protocol
      i. Appealstoheritage
      ii. PlaceandSpace
      iii. Relationshiptoscientificmethod
   b. Identity
5. AffirmingLife
   a. AcknowledgingInternalDialogicalvDialectic,narrativetherapy,learnedoptimism,logotherapy,CBT, beliefs
      i. ***Socialgospel*** twovoices
6. TakingResponsibility

Section Break(Next Page)

a. ExpandingConceptofSelf(SelfTranscendence)
b. Statueofresponsibility(***Man's searchformeaning***)
   i. Affirming
   ii. AbsolvingGuiltandFear–SlaveryandVulnerability –Byestablishingself-resilient/sustaining/autonomouscommunities
c. NationalMitigationFramework

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1. BecomeAware/RecognizeLimitations
2. Declare/RespondtoThreats
3. Prepare/AffirmLife'sMeaning

Pages

Movepiagetabovemaslow,getridofprobably

Emergency Ecological Moral HierarchyComplexTaxonomicalCognitiveTrust-CrisisCircuit ofRetraditionalization

1. DarleyandLatane;notice,interpret,degree,form,implement
2. Bronfenbrenner;individual,micro,meso,exo,macro,chronosystem,
3. Kohlberg;2 preconventional; (obedience and punishment, self interest),conventional 2 (interpersonal accord and conformity, authority and social ordermaintenance,postconventional2 (socialcontract,universalethicalprinciples
4. Maslow; physiological, safety/security, belonging, esteem, realization,transcendence
5. Linnaeus, Woeseet.al,Cavalier-Smith ;DEARKINGPHILIPCAMEOVERFOR GREAT SPAGETTI - species, genus/tribe/subfamily,family/infraorder/suborder,order,class,phylum,kingdom,domain
6. Piaget/Commons–sensory,pre-op,concrete,formal,postformal,/meta-systematic,paradigmatic,cross-paradigmatic,meta-cross-paradigmatic
7. Erikson'spsychosocial-"identitycrisis -marcia"–trustvsmistrust,autonomyvs shame/doubt, initiative vs guilt, industry vs inferiority, identity vs roleconfusion, intimacy vs isolation, generativity vs stagnation, ego integrity vsdespair
8. Leary/Wilson8 circuit model – vegetative invertebrate/oral survival, emotional-locomotion/anal territorial, laryngeal manual symbolic/semantic time binding,socio-sexual domestication, neuro-somatic, neuro-electric, neuro-genetic/morphogenetic,neuro-atomicmeta-physiological/non-localquantum
9. Freud–oral,anal,phallic,latency,genital
10. Addiction-Crisis,healing,modeling,meaning,action,expansion
    a. ("ThePoisonthatRuinedaNation")
11. Jungorheroesjourney?

Section Break(Next Page)

5

1 Section Break(Continuous)

1.
   a. Notice,
   b. Individual,
   c. Micro,meso,exo,macro,chronosystem,punishment
   d. physicalneeds,
   e. species,
   f. sensorymotor
   g. trustothersvsmistrustothers
   h. vegetative invertebrate/oral survivalcircuit,
   i. oral
   j. crisis
   a. interpret
   b. Microsystem
   c. Selfinterest
   d. Safety/security
   e. Genus/tribe/subfamily
   f. Pre-operational
   g. Autonomyvsshame/doubt
   h. Emotionallocomotion/analterritorialcircuit
3. i. Healing
   a. Degree
   b. Mesosystem
   c. Interpersonalaccordandconformity
   d. Belonging
   e. Family/infraorder/suborder
   f. Concrete
   g. Initiativevsguilt
   h. Laryngealmanualsymbolic/semanticti mebindingcircuit
4. i. Modelling
   a. Form
   b. Exosystem
   c. Authorityandsocialordermaintenance
   d. Esteem
   e. Order
   f. Formal
   g. Socio-sexualdomesticationcircuit
   h. Meaning
5. S
   a. Implement
   b. Macrosystem
   c. Socialcontract
   d. Self-realization
   e. Column Break
   Class(moveaboved –similarityto classconsciousness)
   f. Postformal/systematic
   g. Identityvsroleconfusion
   h. Neurosomaticcircuit
   i. Action
6.
   ~~a. Implement~~
   ~~b.~~ Chronosystem
   ~~c.~~ Universalethicalprinciples
   ~~d.~~ Transcendence
   ~~e.~~ phylum
   ~~f.~~ Meta-systematic
   ~~g.~~ Intimacyvsisolation
   ~~h.~~ Neuro-electriccircuit
   ~~i.~~ Expansion
7.
   ~~a. Implement~~
   ~~b.~~ UniversalSystem
   ~~c. Universalethicalprinciple~~
   ~~sd. Transcendence~~
   e. Kingdom
   f. Paradigmatic
   g. Generativityvsstagnation
   h. Neuro-genetic/ morphogenetic circuit~~i. Expansion~~
8.
   ~~a. Implement~~
   ~~b.~~ UniversalSystem
   ~~c. Universalethicalprinciple~~
   ~~sd. Transcendence~~
   e. Domain
   f. Cross-paradigmatic
   g. Egointegrityvsdespair
   h. Neuro-atomic meta-physiological/ non-localquantumcircuit
   ~~i. Expansion~~
9.
   ~~a. Implement~~
   ~~b. UniversalSystem~~
   ~~c. Universalethicalprinciple~~
   ~~sd. Transcendence~~
   ~~e. Domain~~
   ~~f.~~ Cross-paradigmatic
   ~~g. Egointegrityvsdespair~~
   ~~h. Neuro-atomic meta-physiological/ non-localquantumcircuit~~
   ~~i. Expansion~~

WPS Office WPS Office

1776-TheU.S.DeclarationofIndependence

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certainunalienable Rights, that among these are **Life,LibertyandthepursuitofHappiness**.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Governmentbecomesdestructiveoftheseends,itistheRightofthePeopletoalterortoabolishit,andtoinstitutenewGovernment,layingitsfoundationonsuchprinciplesandorganizingitspowersinsuchform,astothemshallseemmostlikelytoeffecttheirSafetyandHappiness.Prudence,indeed,willdictatethatGovernmentslongestablishedshouldnotbechangedforlightandtransientcauses,and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to rightthemselvesbyabolishingtheformstowhichtheyareaccustomed.Butwhenalongtrainofabusesandusurpations,pursuing invariablythesameObjectevincesadesigntoreducethemunderabsoluteDespotism,itistheirright,itistheirduty,tothrowoff suchGovernment,andtoprovidenewGuardsfortheirfuturesecurity

1789-TheU.S.BillofRights

Amendment1-FreedomofReligion,Speech,andthePressCongressshallmakenolawrespectinganestablishmentofreligion,orprohibiting the free exercise thereof, or abridging the freedom of speech or of the press, or the right of the people peaceably to assemble, and to petition the government for a redress of grievances. **Amendment2-TheRighttoBearArms**A well-regulatedmilitiabeingnecessarytothesecurityofafreeState,therightofthepeopletokeepandbeararmsshallnotbeinfringed. **Amendment3-TheHousingofSoldiers**No soldier shall, in time of peace, be quartered in any house without the consent of theowner,norin timeofwarbutin a mannerto beprescribed by law. **Amendment4-ProtectionfromUnreasonableSearchesandSeizures** The right of the people to be secure in their persons, houses, papers, and effects against unreasonable searches and seizures shall not be violated, and no warrants shall issue but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched and the persons or things to be seized. **Amendment5-ProtectionofRightstoLife,LibertyandProperty**No person shall beheld to answerfora capital orotherwise infamouscrimeunlesson a presentmentorindictmentofagrandjury,exceptincasesarisinginthelandornavalforces,orinthemilitia,wheninactualserviceintimeofwarorpublicdanger;norshallanypersonbesubjectforthesameoffensetobetwiceputinjeopardyoflifeorlimb;norshallbecompelledinanycriminalcasetobeawitnessagainsthimself,norbedeprivedoflife,liberty,orpropertywithoutdueprocessoflaw;norshallprivatepropertybetakenforpublicusewithoutjustcompensation. **Amendment6-RightsofAccusedPersonsinCriminalCases**Inall criminal prosecutions,the accused shall enjoy the right to a speedy and public trial by an impartial jury of the state and districtwherein the crime shall have been committed,whichdistrict shall have been previously ascertained by law, and to be informed ofthenatureandcauseoftheaccusation;tobeconfrontedwiththewitnessesagainsthim;tohavecompulsoryprocessforobtainingwitnessesin his favor; and to have the assistance of counsel for his defense. **Amendment7 -RightsinCivil Cases**Insuits atcommonlaw,wherethevalueincontroversyshallexceedtwentydollars,therightoftrialbyjuryshallbepreserved,andnofacttriedbyajuryshallbe otherwisereexaminedinanycourtoftheUnitedStatesthanaccordingtotherulesofthecommonlaw. **Amendment8-ExcessiveBail,Fines,andPunishments**ForbiddenExcessivebailshallnotberequired,norexcessivefinesimposed,norcruelandunusualpunishmentsinflicted. **Amendment9-OtherRightsKeptbythePeople**TheenumerationintheConstitutionofcertainrightsshallnotbeconstruedtodenyordisparageothersretainedbythepeople. **Amendment10-UndelegatedPowersKeptbytheStatesandthePeople**ThepowersnotdelegatedtotheUnitedStatesbytheConstitution,norprohibitedbyittothestates,are reservedtothestates respectively,or tothe people.

1948-TheUniversalDeclarationofHumanRights

Article 1. Allhumanbeingsarebornfreeandequalindignityandrights.Theyareendowedwithreasonandconscienceandshouldacttowards one another in a spirit of brotherhood. **Article 2.**Everyone is entitled to all the rights and freedoms set forth in thisDeclaration,withoutdistinctionofanykind,suchasrace,color,sex,language,religion,politicalorotheropinion,nationalorsocialorigin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional orinternational status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing orunderanyother limitation of sovereignty. **Article 3.** Everyone has the right to life, liberty and security of person. **Article 4.** No oneshall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms. **Article 5.** No one shall besubjected to torture or to cruel, inhuman or degrading treatment or punishment. **Article 6.** Everyone has the right to recognitioneverywhere as a person before the law. **Article 7.** All are equal before the law and are entitled without any discrimination to equalprotectionofthelaw.AllareentitledtoequalprotectionagainstanydiscriminationinviolationofthisDeclarationandagainstanyincitement to such discrimination. **Article 8.**Everyone has the right to an effective remedy by the competent nationaltribunals foractsviolatingthefundamentalrights grantedhimbytheconstitutionor bylaw. **Article9.**

No one shall be subjected to arbitrary arrest, detention or exile. **Article 10.** Everyone is entitled in full equality to a fair and publichearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal chargeagainsthim. **Article 11.** (1) Everyone charged with a penal offence has the right to be presumed innocent until proved guiltyaccordingtolawinapublictrialatwhichhehashadalltheguaranteesnecessaryforhisdefence.(2)Nooneshallbeheldguiltyofanypenaloffenceonaccountofanyactoromissionwhichdidnotconstituteapenaloffence,undernationalorinternationallaw,atthetimewhenitwascommitted.Norshallaheavierpenaltybeimposedthantheonethatwasapplicableatthetimethepenal offence was committed. **Article 12.** No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against suchinterference or attacks. **Article 13.** (1) Everyone has the right to freedom of movement and residence within the borders of eachstate.(2)Everyonehastherighttoleaveanycountry,includinghisown,andtoreturntohiscountry.**Article14.** (1)Everyonehastherighttoseekandtoenjoyinothercountriesasylumfrompersecution.(2)Thisrightmaynotbeinvokedinthecaseofprosecutions genuinelyarisingfromnon-politicalcrimesorfromactscontrarytothepurposesandprinciplesoftheUnitedNations. **Article15.**(1)Everyone has the right to a nationality. (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change hisnationality. **Article 16.** (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right tomarryandtofoundafamily.Theyareentitledtoequalrightsastomarriage,duringmarriageandatitsdissolution.
(2) Marriageshallbeenteredintoonlywiththefreeandfullconsentoftheintendingspouses.
(3) ThefamilyisthenaturalandfundamentalgroupunitofsocietyandisentitledtoprotectionbysocietyandtheState. **Article17.**
(1) Everyone has the right to own property alone as well as in association with others. (2) No one shall be arbitrarily deprived of hisproperty. **Article18.**Everyonehastherighttofreedomofthought,conscienceandreligion,thisrightincludesfreedomtochangehisreligion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief inteaching, practice, worship and observance. **Article 19.** Everyone has the right to freedom of opinion and expression; this rightincludes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any mediaandregardlessoffrontiers.**Article20.**(1)Everyonehastherighttofreedomof peacefulassemblyandassociation.
(2) Noonemaybecompelledtobelongtoanassociation.**Article21.**(1)Everyonehastherighttotakepartinthegovernmentofhiscountry,directlyorthroughfreelychosenrepresentatives.(2)Everyonehastherightofequalaccesstopublicserviceinhiscountry.
(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuineelections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.**Article22.**Everyone,asamemberofsociety,hastherighttosocialsecurityandisentitledtorealization,throughnationaleffortandinternationalco-operationandinaccordancewiththeorganizationandresourcesofeachState,oftheeconomic,socialandculturalrights indispensable for his dignity and the free development of his personality. **Article 23.** (1) Everyone has the right to work, to freechoiceofemployment,tojustandfavorableconditionsofworkandtoprotectionagainstunemployment.(2)Everyone,withoutanydiscrimination, has the right to equal pay for equal work. (3) Everyone who works has the right to just and favorable remunerationensuringforhimselfandhisfamilyanexistenceworthyofhumandignity,andsupplemented,ifnecessary,byothermeansofsocialprotection.(4)Everyonehastherighttoformandtojointradeunionsfortheprotectionofhisinterests.**Article24.**Everyonehastherighttorestandleisure,includingreasonablelimitationofworkinghoursandperiodicholidayswithpay.**Article 25.**
(1)Everyonehastherighttoastandardoflivingadequateforthehealthandwell-beingofhimselfandofhisfamily,includingfood,clothing,housingand medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability,widowhood,oldageorotherlack oflivelihoodincircumstancesbeyondhiscontrol.
(2)Motherhoodandchildhoodareentitledtospecialcareandassistance.Allchildren,whetherborninoroutofwedlock,shallenjoythesamesocialprotection.**Article26.**(1)Everyonehastherighttoeducation.Educationshallbefree,atleastintheelementaryandfundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generallyavailableandhighereducationshallbeequallyaccessibletoallonthebasisofmerit.(2)**Educationshallbedirectedtothefulldevelopmentofthehumanpersonalityandtothestrengtheningofrespectforhumanrights andfundamentalfreedoms**. Itshallpromote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of theUnited Nations for the maintenance of peace. (3) Parents have a prior right to choose the kind of education that shall be given totheir children. **Article 27.** (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and toshareinscientificadvancementanditsbenefits.
(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artisticproduction of which he is the author. **Article 28.** Everyone is entitled to a social and international order in which the rights andfreedoms set forth in this Declaration can be fully realized. **Article 29.** (1) Everyone has duties to the community in which alone thefreeandfulldevelopmentofhispersonalityispossible.(2)Intheexerciseofhisrightsandfreedoms,everyoneshallbesubjectonlyto such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights andfreedomsofothersandofmeetingthejustrequirementsofmorality,publicorderandthegeneralwelfareinademocraticsociety.

(3) TheserightsandfreedomsmayinnocasebeexercisedcontrarytothepurposesandprinciplesoftheUnitedNations.**Article30.**Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or toperformanyactaimedatthedestructionofanyoftherightsandfreedomssetforthherein.

1959-1989-TheUniversalDeclarationoftheRightsoftheChild

Principle 1 The child shall enjoy all the rights set forth in this Declaration. Every child, without any exception whatsoever, shall be entitled to these rights, without distinction or discrimination on account of race, color, sex, language, religion, political or otheropinion, national or social origin, property, birth or other status, whether of himself or of his family. **Principle 2** The child shall enjoyspecial protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically,mentally,morally,spirituallyandsociallyinahealthyandnormalmannerandinconditionsoffreedomanddignity.Intheenactmentoflaws for this purpose, the bestinterestsofthechildshallbetheparamountconsideration.**Principle3**Thechildshallbeentitled from his birth to a name and a nationality. **Principle4**The child shallenjoy the benefitsof social security.He shallbe entitledtogrow and develop in health; to this end, special care and protection shall be provided both to him and to his mother, includingadequatepre-natalandpost-natalcare.Thechildshallhavetherighttoadequatenutrition,housing,recreationandmedicalservices.**Principle 5** The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition. **Principle6**Thechild,forthefullandharmoniousdevelopmentofhispersonality,needsloveandunderstanding.He shall, wherever possible, grow up in the care and under the responsibility of his parents, and, in any case, in anatmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, beseparated from his mother. Society and the public authorities shall have the duty to extend particular care to children without afamily and to those without adequate means of support. Payment of State and other assistance towards the maintenance ofchildren of large families is desirable. **Principle 7** The child is entitled to receive education, which shall be free and compulsory, atleast in the elementary stages. He shall be given an education which will promote his general culture and enable him, on a basis of equal opportunity, to develop his abilities,hisindividualjudgement,andhissenseofmoralandsocialresponsibility,andtobecomea useful member of society. The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the firstplacewithhisparents.Thechildshallhavefullopportunityforplayandrecreation,whichshould be directed to the same purposes as education; society and the public authorities shall endeavor to promote the enjoymentof thisright. **Principle8** The child shall in all circumstances beamong thefirst toreceiveprotectionand relief. **Principle9**Thechildshall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of traffic, in any form.The childshall not be admitted to employment before an appropriate minimum age; he shall in no case be caused or permitted to engage inany occupation or employment which would prejudice his health or education, or interfere with his physical, mental or moraldevelopment. **Principle 10** The child shall be protected from practices which may foster racial, religious and any other form ofdiscrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood, and in full consciousnessthathisenergyandtalentsshouldbedevotedtotheserviceofhisfellowmen.

1986–SevilleStatement

IT IS SCIENTIFICALLY INCORRECT to say that we have inherited a tendency to make war from our animal ancestors. Although fighting occurs widely throughoutanimalspecies,onlyafewcasesofdestructiveintra-speciesfightingbetweenorganizedgroupshaveeverbeenreportedamongnaturallylivingspecies,andnoneoftheseinvolvetheuseoftoolsdesignedtobeweapons.Normalpredatoryfeedinguponotherspeciescannotbeequatedwithintra-speciesviolence. Warfare is a peculiarly human phenomenon and does not occur in other animals. IT IS SCIENTIFICALLY INCORRECT to say that war or any other violent behaviour is geneticallyprogrammedintoourhumannature. Whilegenesareinvolvedatalllevelsofnervoussystemfunction,theyprovideadevelopmentalpotentialthatcanbeactualizedonlyin conjunctionwiththeecologicalandsocialenvironment. Whileindividualsvaryintheirpredispositionstobeaffectedbytheirexperience,itistheinteractionbetweentheirgeneticendowmentandconditionsofnurturethatdeterminestheirpersonalities. Exceptforrarepathologies,thegenesdonotproduceindividualsnecessarilypredisposed to violence. IT IS SCIENTIFICALLY INCORRECT to say that in the course of human evolution there has been a selection for aggressive behaviour more than for other kinds of behaviour. In all well-studied species, status within the group is achieved by the ability to co-operate and to fulfill social functions relevant to the structure of that group. 'Dominance' involves social bindings and affiliations; it is not simply a matter of thepossession and use of superior physical power, although it does involve aggressive behaviours. Where genetic selection for aggressive behaviour has beenartificially instituted in animals, it has rapidly succeeded in producing hyper-aggressive individuals; this indicates that aggression was not maximally selectedunder natural conditions. When such experimentally-created hyper-aggressive animals are present in a social group, they either disrupt its social structure or aredrivenout. Violenceisneitherinourevolutionarylegacynorinourgenes. ITISSCIENTIFICALLYINCORRECTtosaythathumanshavea'violentbrain'. Whilewedohavetheneuralapparatustoactviolently,itisnotautomaticallyactivatedbyinternalorexternalstimuli. Likehigherprimatesandunlikeotheranimals,ourhigherneuralprocessesfiltersuchstimulibefore they can be acted upon. How we act is shaped by how we have been conditioned and socialized. There is nothing in our neurophysiologythatcompelsustoreactviolently. ITISSCIENTIFICALLYINCORRECTtosaythatwariscausedby'instinct'oranysinglemotivation. The emergenceofmodernwarfarehasbeenajourneyfromtheprimacyofemotionalandmotivationalfactors,sometimescalled'instincts',totheprimacyofcognitivefactors. Modern war involves institutional use of personal characteristics such as obedience, suggestibility, and idealism, social skills such as language, andrational considerations such as cost-calculation, planning, and information processing. The technology of modern war has exaggerated traits associated withviolence both in the training of actual combatants and in the preparation of support for war in the general population. As a result of this exaggeration, such traitsare often mistaken to be the causes rather than the consequences of the process. We conclude that biology does not condemn humanity to war, and thathumanity can be freed from the bondage of biological pessimism and empowered with confidence to undertake the transformative tasks needed in this International Year of Peace and in the years to come. **Althoughthesetasksaremainlyinstitutionalandcollective,theyalsorestupontheconsciousnessof** individual participants for whom pessimism and optimism are crucial factors. (*affirmation? Or just power of belief/dialectic). **Just as 'wars begin in the minds ofmen', peacealsobeginsinourminds. Thesamespecieswhoinventedwariscapableofinventingpeace. Theresponsibilitylieswitheachofus.**

1999–DeclarationonaCultureofPeace

RecallingalsotheConstitutionoftheUnitedNationsEducational,ScientificandCulturalOrganization,whichstatesthat"sincewarsbegininthemindsofmen,itisin the minds of men that the defences of peace must be constructed", Recognizing that peace not only is the absence of conflict, but also requires a positive,dynamic participatory process where dialogue is encouraged and conflicts are solved in a spirit of mutual understanding and cooperation, Expressing deepconcern about the persistence and proliferation of violence and conflict in various parts of the world, Article 1 A culture of peace is a set of values, attitudes,traditionsand modesofbehaviourand waysoflifebased on: (a) **Respectforlife,endingofviolenceandpromotionandpracticeofnon-violencethrougheducation,dialogueandcooperation** (b)FullrespectfortheprinciplesofsovereignQty,territorialintegrityandpoliticalindependence ofStatesandnon-intervention in matters which are essentially within the domestic jurisdiction of any State, in accordance with the Charter of the United Nations and international law; (c) Fullrespect for and promotion of all human rights and fundamental freedoms; (d) Commitment to peaceful settlement of conflicts; (e) Efforts to meet the developmental and environmental needs of present and future generations; (f) Respect for and promotion of the right to development; (g) Respect for andpromotion of equal rights and opportunities for women and men; (h) Respect for and promotion of the right of everyone to freedom of expression, opinion andinformation; (i) Adherence to the principles of freedom, justice, democracy, tolerance, solidarity, cooperation, pluralism, cultural diversity, dialogue andunderstanding at all levels of society and among nations; and fostered by an enabling national and international environment conducive to peace. Article 3 Thefullerdevelopmentofacultureofpeaceisintegrallylinkedto:(c)Promotingdemocracy,developmentanduniversalrespectforandobservanceofallhumanrightsand fundamental freedoms; (d) Enabling people at all levels to develop skills of dialogue, negotiation, consensus-building and peaceful resolution of differences;Eradicatingpovertyandilliteracyandreducinginequalitieswithinandamongnations;(g)**Promotingsustainableeconomicandsocialdevelopment;(h)**Eliminating all forms of discrimination against women through their empowerment and equal representation at all levels of decision-making; (i) Ensuring respectfor and promotion and protection of the rights of children;(j) Ensuring free flow of information at all levels and enhancing access thereto; (k) Increasing transparency and accountabilityingovernance;(l)**Eliminatingallformsof racism,racialdiscrimination,xenophobia(***.Onewho fears thatwhich is unknown: onewhofearspeoplewhoaredifferentfromoneself,especiallyforeigners***"criminals")andrelatedintolerance**(n)Realizingfullytherightofallpeoples,including thoselivingundercolonialorotherformsofaliendominationorforeignoccupation,toself-determinationenshrinedintheCharteroftheUnitedNations and embodied in the International Covenants on Human Rights,2 Article 4 **Education at all levels is one of the principal means to build a culture of peace**. In this context,humanrightseducationisofparticularimportance.Article5Governmentshaveanessentialroleinpromotingandstrengtheningacultureofpeace. Article6Civilsocietyneedstobefullyengagedinfullerdevelopmentofacultureofpeace.Article7Theeducativeandinformativeroleofthemediacontributesto thepromotionofacultureofpeace.Article8Akeyroleinthepromotionofacultureofpeacebelongstoparents,teachers,politicians,journalists,religiousbodies andgroups,intellectuals,thoseengagedinscientific,philosophicalandcreativeandartisticactivities,healthandhumanitarianworkers,socialworkers,managersatvarious levels as well astonon-governmentalorganizations.

2007-TheUniversalDeclarationontheRightsofIndigenousPeoples

Article 1 Indigenous peoples have the right to the full enjoyment, as a collective or as individuals, of all human rights andfundamental freedoms as recognized in the Charter of the United Nations, the Universal Declaration of Human Rights 4 andinternational human rights law. **Article 2** Indigenous peoples and individuals are free and equal to all other peoples and individualsand have the right to be free from any kind of discrimination, in the exercise of their rights, in particular that based on theirindigenousoriginoridentity. 3A/CONF.157/24(PartI),chap. III. 4Resolution 217A (III).A/RES/61/2954**Article3**Indigenouspeopleshavetherighttoself-determination.Byvirtueofthatrighttheyfreelydeterminetheirpoliticalstatusandfreelypursuetheireconomic,socialandculturaldevelopment. **Article4**Indigenouspeoples,inexercisingtheirrighttoself-determination,havetherighttoautonomyorself-governmentinmattersrelatingtotheirinternalandlocalaffairs,aswellaswaysandmeansforfinancingtheirautonomousfunctions.**Article5**Indigenouspeopleshavetherighttomaintainandstrengthentheirdistinctpolitical,legal, economic, social and cultural institutions, while retaining their right to participate fully, if they so choose, in the political,economic,socialandculturallifeoftheState.**Article6**Everyindigenousindividualhastherighttoanationality.**Article7**1. Indigenousindividualshavetherightstolife,physicalandmentalintegrity,libertyandsecurityofperson.2.Indigenouspeopleshavethecollectiverighttoliveinfreedom,peaceandsecurityasdistinctpeoplesandshallnotbesubjectedtoanyactofgenocideoranyother act of violence, including forcibly removing children of the group to another group. **Article 8** 1. Indigenous peoples andindividuals have the right not to be subjected to forced assimilation or destruction of their culture. 2. States shall provide effectivemechanisms for prevention of, and redress for: (a) Any action which has the aim or effect of depriving A/RES/61/295 5 communityor nation concerned. No discrimination of any kind may arise from the exercise of such a right. **Article 10** Indigenous peoples shallnotbeforciblyremovedfromtheirlandsorterritories.Norelocationshalltakeplacewithoutthefree,priorandinformedconsentoftheindigenouspeoplesconcernedandafteragreementonjustandfaircompensationand,wherepossible,withtheoptionofreturn. **Article** 11.Indigenouspeopleshavetherighttopractiseandrevitalizetheirculturaltraditionsandcustoms.Thisincludestherighttomaintain,protectanddevelopthepast,presentandfuturemanifestationsoftheircultures,suchasarchaeologicalandhistoricalsites, artefacts, designs, ceremonies, technologies and visual and performing arts and literature. 2. States shall provide redressthrough effective mechanisms, which may include restitution, developed in conjunction with indigenous peoples, with respect totheir cultural, intellectual, religious and spiritual property taken without their free, prior and informed consent or in violation of theirlaws, traditions and customs. **Article 12** 1. Indigenous peoples have the right to manifest, practice, develop and teach their spiritualand religious traditions, customs and ceremonies; the right to maintain, protect, and have access in privacy to their religious andculturalsites,therighttotheuseandcontroloftheirceremonialobjects,andtherighttotherepatriationoftheirhumanremains.2.States shall seek to enable the access and/or repatriation of ceremonial objects and human remains in their possession throughfair, transparent and effective mechanisms developed in conjunction with indigenous peoples concerned. **Article 13** 1. Indigenouspeoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions,philosophies,writingsystemsandliteratures,andtodesignateandretaintheirownnamesforcommunities,placesandpersons.2.States shall take effective measures to ensure that this right is protected and also to ensure that indigenous peoples canunderstand and be understood in political, legal and administrative proceedings, where necessary through the provision ofinterpretation or by other

appropriate means. **Article 14** 1. Indigenous peoples have the right to establish and control theireducationalsystemsandinstitutionsprovidingeducationintheirownlanguages,inamannerappropriatetotheirculturalmethodsof teaching and learning. 2. Indigenous individuals, particularly children, have the right to all levels and forms of education of theState without discrimination. A/RES/61/295 6 3. States shall, in conjunction with indigenous peoples, take effective measures, inorder for indigenous individuals, particularly children, including those living outside their communities, to have access, whenpossible, to an education in their own culture and provided in their own language. **Article 15** 1. Indigenous peoples have the right tothedignityanddiversityoftheircultures,traditions,historiesandaspirationswhichshallbeappropriatelyreflectedineducationandpublicinform ation.2.Statesshalltakeeffectivemeasures,inconsultationandcooperationwiththeindigenouspeoplesconcerned,to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among indigenouspeoplesandallothersegmentsofsociety. **Article16** 1.Indigenouspeopleshavetherighttoestablish theirownmediaintheirown languagesandtohaveaccesstoallformsofnon-indigenousmediawithoutdiscrimination.2 . States shall take effective measuresto ensure that State-owned media duly reflect indigenous cultural diversity. States, without prejudice to ensuring full freedom ofexpression, should encourage privately owned media to adequately reflect indigenous cultural diversity. **Article 17** 1. Indigenousindividualsandpeopleshavetherighttoenjoyfullyallrightsestablishedunderapplicableinternationalanddomesticlabourlaw.2.Stat es shall in consultation and cooperation with indigenous peoples take specific measures to protect indigenous children fromeconomicexploitationandfromperforminganyworkthatislikelytobehazardousortointerferewiththechild'seducation,ortobeharmfultoth echild'shealthorphysical,mental,spiritual,moralorsocialdevelopment,takingintoaccounttheirspecialvulnerabilityandtheimportanceofeduca tionfortheirempowerment.3.Indigenousindividualshavetherightnottobesubjectedtoanydiscriminatory conditions of labour and, inter alia, employment or salary. **Article 18** Indigenous peoples have the right to participatein decision-making in matters which would affect their rights, through representatives chosen by themselves in accordance withtheir own procedures, as well as to maintain and develop their own indigenous decision-making institutions. **Article 19** States shallconsultandcooperateingoodfaithwiththeindigenouspeoplesconcernedthroughtheirownrepresentativeinstitutionsinordertoobtain their free, prior and informed consent before adopting and implementing legislative or administrative measures that mayaffect them. A/RES/61/295 7 **Article 20** 1. Indigenous peoples have the right to maintain and develop their political,economic and social systems or institutions, to be secure in the enjoyment of their own means of subsistence and development, and to engage freely in all their traditional and other economic activities. 2. Indigenous peoples deprived of their means of subsistence and development are entitled to just and fair redress. **Article 21** 1. Indigenous peoples have the right, without discrimination, to theimprovementoftheireconomicandsocialconditions,including,interalia,intheareasofeducation,employment,vocationaltrainingandretrain ing,housing,sanitation,healthandsocialsecurity.2.Statesshalltakeeffectivemeasuresand,whereappropriate,specialmeasurestoensureconti nuingimprovementoftheireconomicandsocialconditions.Particularattentionshallbepaidtotherightsand special needs of indigenous elders, women, youth, children and persons with disabilities. **Article 22** 1. Particular attention shallbe paid to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities in theimplementationofthisDeclaration.2.Statesshalltakemeasures,inconjunctionwithindigenouspeoples,toensurethatindigenouswomen and children enjoy the full protection and guarantees against all forms of violence and discrimination. **Article 23** Indigenous peoples have the right to determine and develop priorities and strategies for exercising their right to development. In particular, indigenous peoples have the right to be actively involved in developing and determining health, housing and other economic andsocialprogrammesaffectingthemand,asfaraspossible,toadministersuchprogrammesthroughtheirowninstitutions. **Article24** 1.Indigenouspeopleshavetherighttotheirtraditionalmedicinesandtomaintaintheirhealthpractices,includingtheconservationoftheirvitalmedi cinalplants,animalsandminerals.Indigenousindividualsalsohavetherighttoaccess,withoutanydiscrimination,toallsocialandhealthservices. 2.Indigenousindividualshaveanequalrighttotheenjoymentofthehighestattainablestandardofphysical and mental health. States shall take the necessary steps with a view to achieving progressively the full realization of thisright. **Article 25** Indigenous peoples have the right to maintain and strengthen their distinctive spiritual relationship with theirtraditionally owned or otherwise occupied and used lands, territories, waters and coastal seas and other resources and to upholdtheir responsibilities to future generations in this regard. A/RES/61/295 8 **Article 26** 1. Indigenous peoples have the right to thelands,territoriesandresourceswhichtheyhavetraditionallyowned,occupiedorotherwiseusedoracquired.2.Indigenouspeopleshave the right to own, use, develop and control the lands, territories and resources that they possess by reason of traditionalownership or other traditional occupation or use, as well as those which they have otherwise acquired. 3. States shall give legalrecognition and protection to these lands, territories and resources. Such recognition shall be conducted with due respect to thecustoms, traditions and land tenure systems of the indigenous peoples concerned. **Article 27** States shall establish and implement,in conjunction with indigenous peoples concerned, a fair, independent, impartial, open and transparent process, giving duerecognition to indigenous peoples' laws, traditions, customs and land tenure systems, to recognize and adjudicate the rights ofindigenous peoples pertaining to their lands, territories and resources, including those which were traditionally owned or otherwiseoccupied or used. Indigenous peoples shall have the right to participate in this process. **Article 28** 1. Indigenous peoples have

therighttoredress,bymeansthatcanincluderestitutionor,whenthisisnotpossible,just,fairandequitablecompensation,forthe lands,territoriesand**resourceswhichtheyhavetraditionallyownedorotherwiseoccupiedorused,andwhichhavebee confiscated,taken,occupied,usedordamagedwithouttheirfree,priorandinformedconsent**2.Unlessotherwisefreelyagreeduponbythepeoplesconcern ed,compensationshalltaketheformoflands,territoriesandresourcesequalinquality,sizeandlegalstatus or of monetary compensation or other appropriate redress. **Article 29** 1. Indigenous peoples have the right to theconservation and protection of the environment and the productive capacity of their lands or territories and resources. States shallestablish and implement assistance programmes for indigenous peoples for such conservation and protection, withoutdiscrimination.2.Statesshalltakeeffectivemeasurestoensurethatnostorageordisposalofhazardousmaterialsshalltakeplacein the lands or territories of indigenous peoples without their free, prior and informed consent. 3. States shall also take effectivemeasures to ensure, as needed, that programmes for monitoring, maintaining and restoring the health of indigenous peoples, asdeveloped and implemented by the peoples affected by such materials, are duly implemented. A/RES/61/295 9 **Article 30** 1. Militaryactivities shall not take place in the lands or territories of indigenous peoples, unless justified by a relevant public interest orotherwise freely agreed with or requested by the indigenous peoples concerned. 2. States shall undertake effective consultationswith the indigenous peoples concerned, through appropriate procedures and in particular through their representative institutions,prior to using their lands or territories for military activities. **Article 31** 1. Indigenous peoples have the right to maintain, control,protectanddeveloptheirculturalheritage,traditionalknowledgeandtraditionalculturalexpressions,aswellasthemanifestationsoftheir sciences,technologiesandcultures,**includinghumanandgeneticresources,**seeds,medicines,knowledgeofthepropertiesof fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also havethe right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, andtraditional cultural expressions. 2. In conjunction with indigenous peoples, States shall take effective measures to recognize andprotect the exercise of these rights. **Article 32** 1. Indigenous peoples have the right to determine and develop priorities andstrategiesforthedevelopmentoruseoftheirlandsorterritoriesandotherresources.2.Statesshallconsultandcooperateingood faithwiththeindigenouspeoplesconcernedthroughtheirownrepresentativeinstitutionsinordertoobtaintheirfreeandinformedconsentpriortot heapprovalofanyprojectaffectingtheirlandsorterritoriesandotherresources,particularlyinconnectionwiththedevelopment, utilization or exploitation of mineral, water or other resources. 3. States shall provide effective mechanisms for justand fair redress for any such activities, and appropriate measures shall be taken to mitigate adverse environmental, economic,social, cultural or spiritual impact. **Article 33** 1. Indigenous peoples have the right to determine their own identity or membership inaccordance with their customs and traditions. This does not impair the right of indigenous individuals to obtain citizenship of theStates in which they live. 2. Indigenous peoples have the right to determine the structures and to select the membership of theirinstitutionsinaccordancewiththeirownprocedures. **Article34** Indigenouspeopleshavetherighttopromote,developandmaintaintheirinstitutionalstructuresandtheirdistinctivecustoms,spirituality,tradition s,procedures,practicesand,inthecaseswheretheyexist, juridical systems or customs, in accordance with international human rights standards. A/RES/61/295 10 **Article 35**Indigenous peoples have the right to determine the responsibilities of individuals to their communities. **Article 36** 1. Indigenouspeoples, in particular those divided by international borders, have the right to maintain and develop contacts, relations andcooperation, including activities for spiritual, cultural, political, economic and social purposes, with their own members as well asother peoples across borders. 2. States, in consultation and cooperation with indigenous peoples, shall take effective measures tofacilitate the exercise and ensure the implementation of this right. **Article 37** 1. Indigenous peoples have the right to the recognition,observance and enforcement of treaties, agreements and other constructive arrangements concluded with States or theirsuccessors and to have States honour and respect such treaties, agreements and other constructive arrangements. 2. Nothing inthisDeclarationmaybeinterpretedasdiminishingoreliminatingtherightsofindigenouspeoplescontainedintreaties,agreementsand other constructive arrangements. **Article 38** States in consultation and cooperation with indigenous peoples, shall take theappropriate measures, including legislative measures, to achieve the ends of this Declaration. **Article 39** Indigenous peoples havetherighttohaveaccesstofinancialandtechnicalassistancefromStatesandthroughinternationalcooperation,fortheenjoymentof the rights contained in this Declaration. **Article 40** Indigenous peoples have the right to access to and prompt decision throughjust and fair procedures for the resolution of conflicts and disputes with States or other parties, as well as to effective remedies forall infringements of their individual and collective rights. Such a decision shall give due consideration to the customs, traditions,rules and legal systems of the indigenous peoples concerned and international human rights. **Article 41** The organs and specializedagencies of the United Nations system and other intergovernmental organizations shall contribute to the full realization of theprovisions of this Declaration through the mobilization, inter alia, of financial cooperation and technical assistance. Ways andmeans of ensuring participation of indigenous peoples on issues affecting them shall be established. A/RES/61/295 11 **Article 42**The United Nations, its bodies, including the Permanent Forum on Indigenous Issues, and specialized agencies, including at thecountry level, and States shall promote respect for and full application of the provisions of this Declaration and follow up theeffectiveness of this Declaration. Article 43 The rights recognized herein constitute the minimum standards for the survival, dignityand well-being of the indigenous peoples of the world.

Article 44 All the rights and freedoms recognized herein are equallyguaranteed to male and female indigenous individuals. **Article 45** Nothing in this Declaration may be construed as diminishing orextinguishing the rights indigenous peoples have now or may acquire in the future. **Article 46** 1. Nothing in this Declaration may beinterpretedasimplyingforanyState,people,grouporpersonanyrighttoengageinanyactivityortoperformanyactcontrarytotheCharteroftheU nitedNationsorconstruedasauthorizingorencouraginganyactionwhichwoulddismemberorimpair,totallyorinpart, the territorial integrity or political unity of sovereign and independent States. 2. In the exercise of the rights enunciated in thepresent Declaration, human rights and fundamental freedoms of all shall be respected. The exercise of the rights set forth in thisDeclaration shall be subject only to such limitations as are determined by law and in accordance with international human rightsobligations. Any such limitations shall be non-discriminatory and strictly necessary solely for the purpose of securing duerecognition and respect for the rights and freedoms of others and for meeting the just and most compelling requirements of ademocratic society. 3. The provisions set forth in this Declaration shall be interpreted in accordance with the principles of justice,democracy,respectforhumanrights,equality,non-discrimination,goodgovernanceandgoodfaith.

2008–children'soutdoorbillofrights

TheChildren'sOutdoorBillofRightsstatesthatchildreninBaltimorehavetherightto:Breathefresh air. Splash in clean streams, ponds, rivers and the Chesapeake Bay. Explore safe andinvitingforestsandwildspaces.

2010-TheUniversalDeclarationontheRightsofMotherEarth

Article1. MotherEarth(1)MotherEarthisa livingbeing. (2)MotherEarthis a unique,indivisible,self-regulatingcommunityofinterrelated beings that sustains, contains and reproduces all beings. (3) Each being is defined by its relationships as an integralpartofMotherEarth.(4)TheinherentrightsofMotherEarthareinalienableinthattheyarisefromthesamesourceasexistence.(5)Mother Earthandallbeingsareentitled to all the inherent rights recognized in this Declaration without distinction of any kind,suchasmaybemadebetweenorganicandinorganicbeings,species,origin,usetohumanbeings,oranyotherstatus.(6)Justas human beings have human rights, all other beings also have rights which are specific to their species or kind and appropriate fortheirroleandfunctionwithinthecommunitieswithinwhichtheyexist.(7)Therightsofeachbeingarelimitedbytherightsofotherbeingsandanyco nflictbetweentheirrightsmustberesolvedinawaythatmaintainstheintegrity,balanceandhealthofMotherEarth. **Article2.InherentRightsofMotherEarth**(1)MotherEarthandallbeingsofwhichsheiscomposedhavethefollowing inherentrights:(a)therighttolifeandtoexist;(b)therighttoberespected;(c)therighttoregenerateitsbio-capacityandto continue its vital cycles and processes free from human disruptions; (d) the right to maintain its identity and integrity as a distinct,self-regulatingandinterrelatedbeing;(e)therighttowaterasasourceoflife;(f)therighttocleanair;(g)therighttointegralhealth;(h)the right to be free from contamination, pollution and toxic or radioactive waste; (i) the right to not have its genetic structuremodified or disrupted in a manner that threatens its integrity or vital and healthy functioning; (j) the right to full and promptrestoration for violation of the rights recognized in this Declaration caused by human activities; (2) Each being has the right to aplace and to play its role in Mother Earth for her harmonious functioning. (3) Every being has the right to wellbeing and to live freefrom torture or cruel treatment by human beings. **Article3.ObligationsofhumanbeingstoMotherEarth**(1)Every human being isresponsibleforrespectingandlivinginharmonywithMotherEarth.(2)Humanbeings,allStates,andallpublicandprivate institutionsmust:(a)actinaccordancewiththerightsandobligationsrecognizedinthisDeclaration;(b)recognizeandpromote learning,analysis,interpretationandcommunicationabouthowtoliveinharmonywithMotherEarthinaccordancewiththis thefullimplementationandenforcementoftherightsandobligationsrecognizedinthisDeclaration;(c)promoteandparticipatein Declaration; (d) ensure that the pursuit of human wellbeing contributes to the wellbeing of Mother Earth, now and in the future; (e)establishandapplyeffectivenormsandlawsforthedefence,protectionandconservationoftherightsofMotherEarth;(f)respect,protect,cons erveandwherenecessary,restoretheintegrity,ofthevitalecologicalcycles,processesandbalancesofMotherEarth;(g) guarantee that the damages caused by human violations of the inherent rights recognized in this Declaration are rectified andthatthoseresponsibleareheldaccountableforrestoringtheintegrityandhealthofMotherEarth;(h)empowerhumanbeingsand institutionstodefendtherightsofMotherEarthandofallbeings;(i)establishprecautionaryandrestrictivemeasurestoprevent humanactivitiesfromcausingspeciesextinction,thedestructionofecosystemsorthedisruptionofecologicalcycles;(j)guaranteepeace and eliminate nuclear, chemical and biological weapons; (k) promote and support practices of respect for Mother Earth andall beings, in accordance with their own cultures, traditions and customs; (l)promote economic systems that are in harmony withMotherEarth and inaccordancewith the rightsrecognized inthis Declaration. **Article4.Definitions**(1)The term "being"includesecosystems, natural communities, species and all other natural entities which exist as part of Mother Earth. (2) Nothing in thisDeclarationrestrictstherecognitionofotherinherentrights ofallbeings orspecifiedbeings.

2016ConsciousBusinessDeclaration

Asaglobalcommunityofbusinessleaderswearecommittedtodevelopingtheawarenessandskillsneededtoconsciouslyevolveourorganizatio nsinalignmentwith theseprinciples:

WeAreOnewithhumanityandalloflife.Businessandallinstitutionsofthehumancommunityareintegralpartsofasinglereality —interrelated,interconnectedandinterdependent.Inlinewiththisreality,thepurposeofBusinessistoincreaseeconomicprosperitywhilecontri butingtoahealthyenvironmentandimprovinghumanwellbeing.

Business must go beyond sustainability and the philosophy of "do no harm" to restoring the self-renewing integrity of the Earth.Business must operate with economic, social, and ecological transparency. Business must behave as a positive and proactivemember of the local and global communities in which it operates. Business that sees, honors, and celebrates the essentialinterconnectednatureofallhumanbeingsandalllifemaximizeshumanpotentialandhelpscreateaworldthatworksforall.Whenalignedwi thOneness,BusinessisthemostpowerfulengineonEarthforcreatingprosperityandflourishingforall.

1776-TheU.S.DeclarationofIndependence

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certainunalienable Rights, that among these are ***Life,LibertyandthepursuitofHappiness***.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Governmentbecomesdestructiveoftheseends,itistheRightofthePeopletoalterortoabolishit,andtoinstitutenewGovernment,layingitsfoundationonsuchprinciplesandorganizingitspowersinsuchform,astothemshallseemmostlikelytoeffecttheirSafetyandHappiness.Prudence,indeed,willdictatethatGovernmentslongestablishedshouldnotbechangedforlightandtransientcauses,and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to rightthemselvesbyabolishingtheformstowhichtheyareaccustomed.Butwhenalongtrainofabusesandusurpations,pursuing invariablythesameObjectevincesadesigntoreducethemunderabsoluteDespotism,itistheirright,itistheirduty,tothrowoff suchGovernment,andtoprovidenewGuardsfortheirfuturesecurity

1789-TheU.S.BillofRights

Amendment1-FreedomofReligion,Speech,andthePressCongressshallmakenolawrespectinganestablishmentofreligion,orprohibiting the free exercise thereof, or abridging the freedom of speech or of the press, or the right of the people peaceably to assemble,and to petition the government for a redress of grievances. ***Amendment2-TheRighttoBearArms***A well-regulatedmilitiabeingnecessarytothesecurityofafreeState,therightofthepeopletokeepandbeararmsshallnotbeinfringed. ***Amendment3-TheHousingofSoldiers***No soldier shall, in time of peace, be quartered in any house,without the consent of theowner,norin timeofwarbutin a mannerto beprescribed by law. ***Amendment4-ProtectionfromUnreasonableSearchesandSeizures.*** The right of the people to be secure in their persons, houses, papers, and effects against unreasonablesearches andseizures,shall not be violated, and no warrants shall issue but upon probable cause, supported by oath or affirmation, andparticularly describingthe place to be searched and the persons or things to be seized. ***Amendment5-ProtectionofRightstoLife,LibertyandProperty***No person shall beheld to answerfora capital orotherwise infamouscrimeunlesson a presentmentorindictmentofagrandjury,exceptincasesarisinginthelandornavalforces,orinthemilitia,wheninactualserviceintimeofwarorpublicdanger;norshallanypersonbesubjectforthesameoffensetobetwiceputinjeopardyoflifeorlimb;norshallbecompelledinanycriminalcasetobeawitnessagainsthimself,norbedeprivedoflife,liberty,orpropertywithoutdueprocessoflaw;norshallprivatepropertybetakenforpublicusewithoutjustcompensation. ***Amendment6-RightsofAccusedPersonsinCriminalCases***Inall criminal prosecutions,theaccusedshall enjoythe right to a speedy and public trial by an impartial jury of the state and districtwherein the crime shallhave been committed,whichdistrict shall have been previously ascertained by law, and to be informed ofthenatureandcauseoftheaccusation;tobeconfrontedwiththewitnessesagainsthim;tohavecompulsoryprocessforobtainingwitnessesin his favor; and to have the assistance of counsel for his defense. ***Amendment7 -RightsinCivil Cases***Insuits atcommonlaw,wherethevalueincontroversyshallexceedtwentydollars,therightoftrialbyjuryshallbepreserved,andnofacttriedbyajuryshallbe otherwisereexaminedinanycourtoftheUnitedStatesthanaccordingtotherulesofthecommonlaw. ***Amendment8-ExcessiveBail,Fines,andPunishments***ForbiddenExcessivebailshallnotberequired,norexcessivefinesimposed,norcruelandunusualpunishmentsinflicted. ***Amendment9-OtherRightsKeptbythePeople***TheenumerationintheConstitutionofcertainrightsshallnotbeconstruedtodenyordisparageothersretainedbythepeople. ***Amendment10-UndelegatedPowersKeptbytheStatesandthePeople***ThepowersnotdelegatedtotheUnitedStatesbytheConstitution,norprohibitedbyittothestates,are reservedtothestates respectively,or tothe people.

1948-TheUniversalDeclarationofHumanRights

Article 1.Allhumanbeingsarebornfreeandequalindignityandrights.Theyareendowedwithreasonandconscienceandshouldacttowards one another in a spirit of brotherhood. ***Article 2.***Everyone is entitled to all the rights and freedoms set forth in thisDeclaration,withoutdistinctionofanykind,suchasrace,color,sex,language,religion,politicalorotheropinion,nationalorsocialorigin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional orinternational status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing orunderanyother limitation of sovereignty. ***Article 3.*** Everyone has the right to life, liberty and security of person. ***Article 4.*** No oneshall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms. ***Article 5.*** No one shall besubjected to torture or to cruel, inhuman or degrading treatment or punishment. ***Article 6.*** Everyone has the right to recognitioneverywhere as a person before the law. ***Article 7.*** All are equal before the law and are entitled without any discrimination to equalprotectionofthelaw.AllareentitledtoequalprotectionagainstanydiscriminationinviolationofthisDeclarationandagainstanyincitement to such discrimination. ***Article 8.***Everyone has the right to an effective remedy by the competent nationaltribunals foractsviolatingthefundamentalrights grantedhimbytheconstitutionor bylaw. ***Article9.***

No one shall be subjected to arbitrary arrest, detention or exile. ***Article 10.*** Everyone is entitled in full equality to a fair and publichearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal chargeagainst him. ***Article 11.*** (1) Everyone charged with a penal offence has the right to be presumed innocent until proved guiltyaccordingtolawinapublictrialatwhichhehashadalltheguaranteesnecessaryforhisdefence.(2)Nooneshallbeheldguiltyofanypenaloffenceonaccountofanyactoromissionwhichdidnotconstituteapenaloffence,undernationalorinternationallaw,atthetimewhenitwascommitted.Norshallaheavierpenaltybeimposedthantheonethatwasapplicableatthetimethepenal offence was committed. ***Article 12.*** No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against suchinterference or attacks. ***Article 13.*** (1) Everyone has the right to freedom of movement and residence within the borders of eachstate.(2)Everyonehastherighttoleaveanycountry,includinghisown,andtoreturntohiscountry. ***Article14.*** (1)Everyonehastherighttoseekandtoenjoyinothercountriesasylumfrompersecution.(2)Thisrightmaynotbeinvokedinthecaseofprosecutions genuinelyarisingfromnon-politicalcrimesorfromactscontrarytothepurposesandprinciplesoftheUnitedNations. ***Article15.***(1)Everyone has the right to a nationality. (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change hisnationality. ***Article 16.*** (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right tomarryandtofoundafamily.Theyareentitledtoequalrightsastomarriage,duringmarriageandatitsdissolution.
(2) Marriageshallbeenteredintoonlywiththefreeandfullconsentoftheintendingspouses.
(3) ThefamilyisthenaturalandfundamentalgroupunitofsocietyandisentitledtoprotectionbysocietyandtheState. ***Article17.*** (1) Everyone has the right to own property alone as well as in association with others. (2) No one shall be arbitrarily deprived of hisproperty. ***Article18.***Everyonehastherighttofreedomofthought,conscienceandreligion,thisrightincludesfreedomtochangehisreligion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief inteaching, practice, worship and observance. ***Article 19.*** Everyone has the right to freedom of opinion and expression; this rightincludes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any mediaandregardlessoffrontiers. ***Article20.***(1)Everyonehastherighttofreedomof peacefulassemblyandassociation.
(2) Noonemaybecompelledtobelongtoanassociation. ***Article21.***(1)Everyonehastherighttotakepartinthegovernmentofhiscountry,directlyorthroughfreelychosenrepresentatives.(2)Everyonehastherightofequalaccesstopublicserviceinhiscountry.
(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuineelections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures. ***Article22.***Everyone,asamemberofsociety,hastherighttosocialsecurityandisentitledtorealization,throughnationaleffortandinternationalco-operationandinaccordancewiththeorganizationandresourcesofeachState,oftheeconomic,socialandculturalrights indispensable for his dignity and the free development of his personality. ***Article 23.*** (1) Everyone has the right to work, to freechoiceofemployment,tojustandfavorableconditionsofworkandtoprotectionagainstunemployment.(2)Everyone,withoutanydiscrimination, has the right to equal pay for equal work. (3) Everyone who works has the right to just and favorable remunerationensuringforhimselfandhisfamilyanexistenceworthyofhumandignity,andsupplemented,ifnecessary,byothermeansofsocialprotection.(4)Everyonehastherighttoformandtojointradeunionsfortheprotectionofhisinterests. ***Article24.***Everyonehastherighttorestandleisure,includingreasonablelimitationofworkinghoursandperiodicholidayswithpay. ***Article 25.*** (1)Everyonehastherighttoastandardoflivingadequateforthehealthandwell-beingofhimselfandofhisfamily,includingfood,clothing,housingand medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability,widowhood,oldageorotherlack oflivelihoodincircumstancesbeyondhiscontrol.
(2)Motherhoodandchildhoodareentitledtospecialcareandassistance.Allchildren,whetherborninoroutofwedlock,shallenjoythesamesocialprotection. ***Article26.***(1)Everyonehastherighttoeducation.Educationshallbefree,atleastintheelementaryandfundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generallyavailableandhighereducationshallbeequallyaccessibletoallonthebasisofmerit.(2)**Educationshallbedirectedtothefulldevelopmentofthehumanpersonalityandtothestrengtheningofrespectforhumanrights andfundamentalfreedoms**. Itshallpromote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of theUnited Nations for the maintenance of peace. (3) Parents have a prior right to choose the kind of education that shall be given totheir children. ***Article 27.*** (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and tosshareinscientificadvancementanditsbenefits.
(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artisticproduction of which he is the author. ***Article 28.*** Everyone is entitled to a social and international order in which the rights andfreedoms set forth in this Declaration can be fully realized. ***Article 29.*** (1) Everyone has duties to the community in which alone thefreeandfulldevelopmentofhispersonalityispossible.(2)Intheexerciseofhisrightsandfreedoms,everyoneshallbesubjectonlyto such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights andfreedomsofothersandofmeetingthejustrequirementsofmorality,publicorderandthegeneralwelfareinademocraticsociety.

(3) TheserightsandfreedomsmayinnocasebeexercisedcontrarytothepurposesandprinciplesoftheUnitedNations. ***Article30.***Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or toperformanyactaimedatthedestructionofanyoftherightsandfreedomssetforthherein.

1959-1989-TheUniversalDeclarationoftheRightsoftheChild

Principle 1 The child shall enjoy all the rights set forth in this Declaration. Every child, without any exception whatsoever, shall be entitled to these rights, without distinction or discrimination on account of race, color, sex, language, religion, political or otheropinion, national or social origin, property, birth or other status, whether of himself or of his family. ***Principle 2*** The child shall enjoyspecial protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically,mentally,morally,spirituallyandsociallyinahealthyandnormalmannerandinconditionsoffreedomanddignity.Intheenactmentoflaws for this purpose,the bestinterestsofthechildshallbetheparamountconsideration. ***Principle3***Thechildshallbeentitled from his birth to a name and a nationality. ***Principle4***The child shallenjoy the benefitsof social security.He shallbe entitledtogrow and develop in health; to this end, special care and protection shall be provided both to him and to his mother, includingadequateprenatalandpost-natalcare.Thechildshallhavetherighttoadequatenutrition,housing,recreationandmedicalservices. ***Principle 5*** The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition. Principle6Thechild,forthefullandharmoniousdevelopmentofhispersonality,needsloveandunderstanding.He shall, wherever possible, grow up in the care and under the responsibility of his parents, and, in any case, in anatmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, beseparated from his mother. Society and the public authorities shall have the duty to extend particular care to children without afamily and to those without adequate means of support. Payment of State and other assistance towards the maintenance ofchildren of large families is desirable. ***Principle 7*** The child is entitled to receive education, which shall be free and compulsory, atleast in the elementary stages. He shall be given an education which will promote his general culture and enable him, on a basis of equal opportunity, to develop his abilities,hisindividualjudgement,andhissenseofmoralandsocialresponsibility,andtobecomea useful member of society. The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the firstplacewithhisparents.Thechildshallhavefullopportunityforplayandrecreation,whichshould be directed to the same purposes as education; society and the public authorities shall endeavor to promote the enjoymentof thisright. ***Principle8***The child shall in all circumstances beamong thefirst toreceiveprotectionand relief. ***Principle9***Thechildshall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of traffic, in any form.The childshall not be admitted to employment before an appropriate minimum age; he shall in no case be caused or permitted to engage inany occupation or employment which would prejudice his health or education, or interfere with his physical, mental or moraldevelopment. ***Principle 10*** The child shall be protected from practices which may foster racial, religious and any other form ofdiscrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood, and in full consciousnessthathisenergyandtalentsshouldbedevotedtotheserviceofhisfellowmen.

1986–SevilleStatement

IT IS SCIENTIFICALLY INCORRECT to say that we have inherited a tendency to make war from our animal ancestors. Although fighting occurs widely throughoutanimalspecies,onlyafewcasesofdestructiveintra-speciesfightingbetweenorganizedgroupshaveeverbeenreportedamongnaturallylivingspecies,andnoneoftheseinvolvetheuseoftoolsdesignedtobeweapons.Normalpredatoryfeedinguponotherspeciescannotbeequatedwithintra-speciesviolence. ITISSCIENTIFICALLYINCORRECTtosaythatwarorotherviolentbehaviourisgeneticallyprogrammedintoourhumannature.Whilegenesareinvolvedatalllevelsofnervoussystemfunction,theyprovideadevelopmentalpotentialthatcanbeactualizedonlyinconjunctionwiththeecologicalandsocialenvironment.Whileindividualsvaryintheirpredispositionstobeaffectedbytheirexperience,itistheinteractionbetweentheirgeneticendowmentandconditionsofnurturethatdeterminestheirpersonalities.Exceptforrarepathologies,thegenesdonotproduceindividualsnecessarilypredisposed to violence. ITISSCIENTIFICALLYINCORRECTtosaythatinthecourseofhumanevolutiontherehasbeenaselection for aggressive behaviour more than for other kinds of behaviour. In all well-studied species, status within the group is achieved by the ability to co-operate and to fulfill social functions relevant to the structure of that group. 'Dominance' involves social bindings and affiliations; it is not simply a matter of thepossession and use of superior physical power, although it does involve aggressive behaviours. Where genetic selection for aggressive behaviour has beenartificially instituted in animals, it has rapidly succeeded in producing hyper-aggressive individuals; this indicates that aggression was not maximally selectedunder natural conditions. When such experimentally-created hyper-aggressive animals are present in a social group, they either disrupt its social structure or aredrivenout.Violenceisneitherinourevolutionarylegacynorinourgenes.ITISSCIENTIFICALLYINCORRECTtosaythathumanshavea'violentbrain'.Whilewedohavetheneuralapparatustoactviolently,itisnotautomaticallyactivatedbyinternalorexternalstimuli.Likehigherprimatesandunlikeotheranimals,ourhigherneuralprocessesfiltersuchstimulibeforetheycanbeactedupon.Howweactisshapedbyhowwehavebeenconditionedandsocialized.Thereisnothinginourneurophysiologythatcompelsustoreactviolently. ITISSCIENTIFICALLYINCORRECTtosaythatwariscausedby'instinct'oranysinglemotivation. The emergenceofmodernwarfarehasbeenajourneyfromtheprimacyofemotionalandmotivationalfactors,sometimescalled'instincts',totheprimacyofcognitivefactors. Modern war involves institutional use of personal characteristics such as obedience, suggestibility, and idealism, social skills such as language, andrational considerations such as cost-calculation, planning, and information processing. The technology of modern war has exaggerated traits associated withviolence both in the training of actual combatants and in the preparation of support for war in the general population. As a result of this exaggeration, such traitsare often mistaken to be the causes rather than the consequences of the process. We conclude that biology does not condemn humanity to war, and thathumanity can be freed from the bondage of biological pessimism and empowered with confidence to undertake the transformative tasks needed in this International Year of Peace and in the years to come. ***Althoughthesetasksaremainlyinstitutionalandcollective,theyalsorestupontheconsciousnessofindividualparticipants*** for whom pessimism and optimism are crucial factors. (*affirmation? Or just power of belief/dialectic). ***Just as 'wars begin in the minds ofmen',peacealsobeginsinourminds.Thesamespecieswhoinventedwariscapableofinventingpeace.Theresponsibilitylieswitheachofus.***

1999–DeclarationonaCultureofPeace

RecallingalsotheConstitutionoftheUnitedNationsEducational,ScientificandCulturalOrganization,whichstatesthat"sincewarsbegininthemindsofmen,itisin the minds of men that the defences of peace must be constructed", Recognizing that peace not only is the absence of conflict, but also requires a positive,dynamic participatory process where dialogue is encouraged and conflicts are solved in a spirit of mutual understanding and cooperation, Expressing deepconcern about the persistence and proliferation of violence and conflict in various parts of the world, Article 1 A culture of peace is a set of values, attitudes,traditionsand modesofbehaviourand waysoflifebased on: (a) ***Respectforlife,endingofviolenceandpromotionandpracticeofnon-violencethrougheducation,dialogueandcooperation***;(b)Fullrespectfortheprinciplesofsovereignty,territorialintegrityandpoliticalindependence ofStatesandnon-intervention in matters which are essentially within the domestic jurisdiction of any State, in accordance with the Charter of the United Nations and international law; (c) Fullrespect for and promotion of all human rights and fundamental freedoms; (d) Commitment to peaceful settlement of conflicts; (e) Efforts to meet thedevelopmental and environmental needs of present and future generations; (f) Respect for and promotion of the right to development; (g) Respect for andpromotion of equal rights and opportunities for women and men; (h) Respect for and promotion of the right of everyone to freedom of expression, opinion andinformation; (i) Adherence to the principles of freedom, justice, democracy, tolerance, solidarity, cooperation, pluralism, cultural diversity, dialogue andunderstanding at all levels of society and among nations; and fostered by an enabling national and international environment conducive to peace. Article 3 Thefullerdevelopmentofacultureofpeaceisintegrallylinkedto:(c)Promotingdemocracy,developmentanduniversalrespectforandobservanceofallhumanrightsand fundamental freedoms; (d) Enabling people at all levels to develop skills of dialogue, negotiation, consensus-building and peaceful resolution of differences;Eradicatingpovertyandilliteracyandreducinginequalitieswithinandamongnations;(g) ***Promotingsustainableeconomicandsocialdevelopment;(h)***Eliminating all forms of discrimination against women through their empowerment and equal representation at all levels of decision-making; (i) Ensuring respectfor and promotion and protection of the rights of children;(j) Ensuring free flow of information at all levels and enhancing access thereto; (k) Increasingtransparencyandaccountabilityingovernance;(l) ***Eliminatingallformsof racism,racialdiscrimination,xenophobia(***.Onewho fears thatwhich isunknown;onewhofearspeoplewhoaredifferentfromoneself,especiallyforeigners***"criminals")andrelatedintolerance***;(n)Realizingfullytherightofallpeoples,includingthoselivingundercolonialorotherformsofaliendominationorforeignoccupation,toself-determinationenshrinedintheCharteroftheUnitedNations and embodied in the International Covenants on Human Rights,2 Article 4 **Education at all levels is one of the principal means to build a culture of peace**. In thiscontext,humanrightseducationisofparticularimportance.Article5Governmentshaveanessentialroleinpromotingandstrengtheningacultureofpeace. Article6Civilsocietyneedstobefullyengagedinfullerdevelopmentofacultureofpeace.Article7Theeducativeandinformativeroleofthemediacontributestothepromotionofacultureofpeace.Article8Akeyroleinthepromotionofacultureofpeacebelongstoparents,teachers,politicians,journalists,religiousbodiesandgroups,intellectuals,thoseengagedinscientific,philosophicalandcreativeandartisticactivities,healthandhumanitarianworkers,socialworkers,managersatvarious levels as well astonon-governmentalorganizations.

2007-TheUniversalDeclarationontheRightsofIndigenousPeoples

Article 1 Indigenous peoples have the right to the full enjoyment, as a collective or as individuals, of all human rights andfundamental freedoms as recognized in the Charter of the United Nations, the Universal Declaration of Human Rights 4 andinternational human rights law. ***Article 2*** Indigenous peoples and individuals are free and equal to all other peoples and individualsand have the right to be free from any kind of discrimination, in the exercise of their rights, in particular that based on theirindigenousoriginoridentity. 3A/CONF.157/24(PartI),chap. III. 4Resolution 217A (III).A/RES/61/2954 ***Article3***Indigenouspeopleshavetherighttoself-determination.Byvirtueofthatrighttheyfreelydeterminetheirpoliticalstatusandfreelypursuetheireconomic,socialandculturaldevelopment. ***Article4***Indigenouspeoples,inexercisingtheirrighttoself-determination,havetherighttoautonomyorself-governmentinmattersrelatingtotheirinternalandlocalaffairs,aswellaswaysandmeansforfinancingtheirautonomousfunctions. ***Article5***Indigenouspeopleshavetherighttomaintainandstrengthentheirdistinctpolitical,legal, economic, social and cultural institutions, while retaining their right to participate fully, if they so choose, in the political,economic,socialandculturallifeoftheState. ***Article6***Everyindigenousindividualhastherighttoanationality. ***Article7***1. Indigenousindividualshavetherightstolife,physicalandmentalintegrity,libertyandsecurityofperson.2.Indigenouspeopleshavethecollectiverighttoliveinfreedom,peaceandsecurityasdistinctpeoplesandshallnotbesubjectedtoanyactofgenocideoranyother act of violence, including forcibly removing children of the group to another group. ***Article 8*** 1. Indigenous peoples andindividuals have the right not to be subjected to forced assimilation or destruction of their culture. 2. States shall provide effectivemechanisms for prevention of, and redress for: (a) Any action which has the aim or effect of depriving A/RES/61/295 5 communityor nation concerned. No discrimination of any kind may arise from the exercise of such a right. ***Article 10*** Indigenous peoples shallnotbeforciblyremovedfromtheirlandsorterritories.Norelocationshalltakeplacewithoutthefree,priorandinformedconsentoftheindigenouspeoplesconcernedandafteragreementonjustandfaircompensationand,wherepossible,withtheoptionofreturn. ***Article 11***.Indigenouspeopleshavetherighttopractiseandrevitalizetheirculturaltraditionsandcustoms.Thisincludestherighttomaintain,protectanddevelopthepast,presentandfuturemanifestationsoftheircultures,suchasarchaeologicalandhistoricalsites, artefacts, designs, ceremonies, technologies and visual and performing arts and literature. 2. States shall provide redressthrough effective mechanisms, which may include restitution, developed in conjunction with indigenous peoples, with respect totheir cultural, intellectual, religious and spiritual property taken without their free, prior and informed consent or in violation of theirlaws, traditions and customs. ***Article 12*** 1. Indigenous peoples have the right to manifest, practice, develop and teach their spiritualand religious traditions, customs and ceremonies; the right to maintain, protect, and have access in privacy to their religious andculturalsites,therighttotheuseandcontroloftheirceremonialobjects,andtherighttotherepatriationoftheirhumanremains.2.States shall seek to enable the access and/or repatriation of ceremonial objects and human remains in their possession throughfair, transparent and effective mechanisms developed in conjunction with indigenous peoples concerned. ***Article 13*** 1. Indigenouspeoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions,philosophies,writingsystemsandliteratures,andtodesignateandretaintheirownnamesforcommunities,placesandpersons.2.States shall take effective measures to ensure that this right is protected and also to ensure that indigenous peoples canunderstand and be understood in political, legal and administrative proceedings, where necessary through the provision ofinterpretation or by other

CC:Emergency...RESPONSETRAINING(ConscienceCulture(Internalizat

Analysis

1. Protection;rights,life,preparation,security,defense
2. ProtectionToachieve Potential

CCisaboutresponding
Psych-dissonance(belief(limitations:Heuristics,memory)

- Self preservation turns to culture preservation, preserving the dream of all artists, inventors, etc for all mankind, otherwise it was all a waste, they're dead, the record will onlysurviveitwedo

Bio- native species reduction, disaster and collapse preparation, economic and environmental sustainabilitySocio-importanceofIndividuationinmaintainingbeliefs,morale
Politico/spirit-lackoffollowingdeclarations/commandments,

3recent articles:cokeandpepsiplasticbottles,nikeandappleslavelaborandBiological

- NativeSpeciesReduction(increasingrelianceonstate(indigenouslifestyle))
- Disasterandcollapsepreparation
- ConsciousofReliance(enslavement(untilcompletelyself-sufficient))ontheenvironment
  - Degradatio

nPsychological

- CognitiveDissonance
  - BeliefDisconfirmation
  - Effort(self)Justification
- InformationTheory
  - Heuristics
    - Trustmustbeaheuristic(limitedcomprehensionmeans limitedawareness)
  - Memory
    - 7+/-2
  - Bits/NeuroscienceofFreewillandUserIllusion
    - Userillusionsourceofnarcissisticanddamagingsuperiority(complex)

Sociological

- SituationalAffect
  - De-individuation
    - MoralDisengagement
- Root ofallevil
  - Inequality(orJesus "money")
  - LessthanHuman
  - Sufferingisnecessa

rySpiritual/Governmental/Political

/

- LackofFollow-through(rights)
- Corruption
- Purpose(tomitigate)
- FinancialFeasibility

Pages:OpiumofthePeople(**SG**),Addiction(**P**),NarcissisticSuperiorityComplex(**P**),ModernHolocaust (S), *Justice (S), Pro Life and Pro Choice (**SG**), Affirm Life (P/B),* Family Restoration (**B**) & Individuation/**RECLAIMIDENTITY**(P/S)
Additional:Luxury Beliefs (opium of the people?) (**SG**), Motives of Scientists ((NPD/Superiority?) (**P**),VenusProject(B),Chinook(B)andtheManuscript(**S**)(IndustrialSocietyandIt'sFuture)),**WATERISLIFE**

1. **Needs**MetandCognitionPower/**FormalProcess**(HierarchyandCross-CulturalPiagetAnalysis)
2. **Trust**andHealth(Attachment Scienceandanalysis)
3. AssaultonIdentity(Self-fulfillingProphecy,ConfirmationBias,StereotypeThreat,GolemEffect)

Conclusio
n

1. Plato'sCaveAllegory
   a. Responsibility:TendingtotheFiresneeds
      i. RelationshiptowardsPerception(BigFlame/SmallFlame)
   b. RemovingBarriers
2. Contemporaries(placeinanalysis?)
   a. P.A.Davis-INDIVIDUAL
      i. FearforSurvivalcreates*Enemyimages*bothinternalandexternal
      ii. AffirmationofLife:
         1. Interconnection
         2. Win-WinConstructive
         3. Co-Creativeintentionalwellness
   b. D.Adams-ENVIRONMENT
      i. Themythofhuman naturediscouragespeaceactivist
      ii. ***Enemyimages***biologicalorcultural?
   c. D.Bella-DISSONANCE
      i. TheSystematicDistortionofInformation
      ii. Art oftheCity
         1. SalmonDay
         2. AreCarstheNew Tobacco?
3. Addiction(Analysis?)
   a. Crisis,Healing,Model,Meaning, SocialAction,IdentityExpansion
   b. LearningtoletgoofTheNeedtoControlOthersandFeelPowerful
4. ChinookResilience(Analysis?)
   a. Protocol
      i. Appealstoheritage
      ii. PlaceandSpace
      iii. Relationshiptoscientificmethod
   b. Identity
5. AffirmingLife
   a. AcknowledgingInternalDialogicalvDialectic,narrativetherapy,learnedoptimism,logotherapy,CBT, beliefs
      i. ***Socialgospel*** twovoices
6. TakingResponsibility

Section Break(Next Page)

a. ExpandingConceptofSelf(SelfTranscendence)
b. Statueofresponsibility(***Man's searchformeaning***)
   i. Affirming
   ii. AbsolvingGuiltandFear–SlaveryandVulnerability –Byestablishingself-resilient/sustaining/autonomouscommunities
c. NationalMitigationFramework

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1. BecomeAware/RecognizeLimitations
2. Declare/RespondtoThreats
3. Prepare/AffirmLife'sMeaning

Pages

Movepiagetabovemaslow,getridofprobably

Emergency Ecological Moral HierarchyComplexTaxonomicalCognitiveTrust-CrisisCircuit ofRetraditionalization

1. DarleyandLatane;notice,interpret,degree,form,implement
2. Bronfenbrenner;individual,micro,meso,exo,macro,chronosystem,
3. Kohlberg;2 preconventional; (obedience and punishment, self interest),conventional 2 (interpersonal accord and conformity, authority and social ordermaintenance,postconventional2 (socialcontract,universalethicalprinciples
4. Maslow; physiological, safety/security, belonging, esteem, realization,transcendence
5. Linnaeus, Woeseet.al,Cavalier-Smith ;DEARKINGPHILIPCAMEOVERFOR GREAT SPAGETTI - species, genus/tribe/subfamily,family/infraorder/suborder,order,class,phylum,kingdom,domain
6. Piaget/Commons–sensory,pre-op,concrete,formal,postformal,/meta-systematic,paradigmatic,cross-paradigmatic,meta-cross-paradigmatic
7. Erikson'spsychosocial-"identitycrisis -marcia"–trustvsmistrust,autonomyvs shame/doubt, initiative vs guilt, industry vs inferiority, identity vs roleconfusion, intimacy vs isolation, generativity vs stagnation, ego integrity vsdespair
8. Leary/Wilson8 circuit model – vegetative invertebrate/oral survival, emotional-locomotion/anal territorial, laryngeal manual symbolic/semantic time binding,socio-sexual domestication, neuro-somatic, neuro-electric, neuro-genetic/morphogenetic,neuro-atomicmeta-physiological/non-localquantum
9. Freud–oral,anal,phallic,latency,genital
10. Addiction-Crisis,healing,modeling,meaning,action,expansion
    a. ("ThePoisonthatRuinedaNation")
11. Jungorheroesjourney?

Section Break(Next Page)

5

1

Section Break(Continuous)

1.
   a. Notice,
   b. Individual,
   c. Micro,meso,exo,macro,punishment
   d. physicalneeds,
   e. species,
   f. sensorymotor
   g. trustothersvsmistrustothers
   h. vegetative invertebrate/oral survivalcircuit,
   i. oral
   j. crisis
2.
   a. interpret
   b. Microsystem
   c. Selfinterest
   d. Safety/security
   e. Genus/tribe/subfamily
   f. Pre-operational
   g. Autonomyvsshame/doubt
   h. Emotionallocomotion/analterritorialcircuit
   i. Healing
3.
   a. Degree
   b. Mesosystem
   c. Interpersonalaccordandconformity
   d. Belonging
   e. Family/infraorder/suborder
   f. Concrete
   g. Initiativevsguilt
   h. Laryngealmanualsymbolic/semanticti mebindingcircuit
   i. Modelling
4.
   a. Form
   b. Exosystem
   c. Authorityandsocialordermaintenance
   d. Esteem
   e. Order
   f. Formal
   g. Socio-sexualdomesticationcircuit
   h. Meaning
5. S
   a. Implement
   b. Macrosystem
   c. Socialcontract
   d. Self-realization
   e.

Column Break

Class(moveaboved –similarityto classconsciousness)
   f. Postformal/systematic
   g. Identityvsroleconfusion
   h. Neurosomaticcircuit
   i. Action
6.
   ~~a. Implement~~
   ~~b.~~ Chronosystem
   ~~c.~~ Universalethicalprinciples
   ~~d.~~ Transcendence
   ~~e.~~ phylum
   ~~f.~~ Meta-systematic
   ~~g.~~ Intimacyvsisolation
   ~~h.~~ Neuro-electriccircuit
   ~~i.~~ Expansion
7.
   ~~a. Implement~~
   ~~b.~~ UniversalSystem
   ~~c. Universalethicalprinciple~~
   ~~sd. Transcendence~~
   e. Kingdom
   f. Paradigmatic
   g. Generativityvsstagnation
   h. Neuro-genetic/ morphogenetic circuit~~Expansion~~
8.
   ~~a. Implement~~
   ~~b.~~ UniversalSystem
   ~~c. Universalethicalprinciple~~
   ~~sd. Transcendence~~
   e. Domain
   f. Cross-paradigmatic
   g. Egointegrityvsdespair
   h. Neuro-atomic meta-physiological/ non-localquantumcircuit
   i. ~~Expansion~~
9.
   ~~a. Implement~~
   ~~b. UniversalSystem~~
   ~~c. Universalethicalprinciple~~
   ~~sd. Transcendence~~
   ~~e. Domain~~
   ~~f.~~ Cross-paradigmatic
   ~~g. Egointegrityvsdespair~~
   ~~h. Neuro-atomic meta-physiological/ non-localquantumcircuit~~
   ~~i. Expansion~~

WPS Office WPS Office

ii. Autonomyvsdoubt–2""year
iii. Initiativevsguilt–3""–5""years
v. Industryvsinferiority–6""year-puberty
Identityvsconfusion-Adolescence
vi. Intimacyvsisolation–Earlyadulthood
vii. Generativityvsself-absorption–MiddleAgeviii.
Integrityvsdespair–AgingYears

9. DigestionCycle/Model(IBSrelevance),toxicstresscycleimage:1.Digestivesystem2.Colon3.Liverandgallbladder
4. Kidneys and bladder 5. Circulation: blood lymph 6. Spleen and heart 7. Spine 8. Brain and nerves
   i. Ingestion
   ii. Digestion
   iii. Retention
   iv. Expulsion

10. EukaryoteCellRespiration/EnergyModel(sugardigestion)
   a. Glycolysis
      i. NADH–(BL)(treatmentfordementia,chronicfatigueandimprovingathleticperformance)improvesmentalclarity,alertness,concentrationandmemory
      ii. ATP – (TL) (used to store and transport energy in cells and helps synthesize nucleicacids)cancausebreathingproblems,chestpain,headache,heartpounding,lowbloodpressure, nausea, sweating, flushing, lightheadedness, sleep problems, coughing,anxiety
      iii. H2O–(BR)regulatetemperatureandmaintainlosth2ofrombreathing,sweatinganddigestion
      iv. ATP
      v. Pyruvicacid(TR/BL)–canbeconvertedbacktocarbs(suchasglucose),ortofattyacids(th oughacetyl-coA,
   b. Citric/Krebscycle[missing(1.5)isocitrate,(1.75)a-ketoglutarate,(1.9)succinylCoA,(4.5)Oxaloacetate]
      i. **citrate–/cholericTL**(usedforconstipation)sideeffects:muscletwitchingorcramps,swelling or weight gain, weakness, mood changes, rapid and shallow breathing, fastheartrate,restlessfeeling,diarrhea,seizure
      ii. **succinate–melancholicBR**(usedformenopauseandhotflashes)sideeffects,slowheartbeats, light-headed, short breath, swelling, weight gain, cold feeling in hands andfeet,hypotension,fatigue
      iii. **fumarate – sanguine TR** (used for anemia; lack of red blood cells/ reduced oxygen)sideeffects:moodorbehaviorchanges,constipation,upsetstomach/pains,vomiting,drowsiness,dizziness
      iv. **malate–phlegmaticBL**(usedforconstipation,heartburn,anxiety,hypertension,muscle
   c. ATP–ElectronTransportChain[tobecontinued]
      i. NADH–(BL)(treatmentfordementia,chronicfatigueandimprovingathleticperformance)improvesmentalclarity,alertness,concentrationandmemory
      ii. Fadh2–(TR)onlyproducedinKrebscycle,usedtodonateelectrons
         FADcanexistin4differentredoxstates;
         1. **flavin-N(5)-oxideBL**(stabilizers,thickeners,conditioners,moisturizers,emulsifiers,preservatives,flavorenhancers,colorsandcolorretention,antistaticagents,propellants,bulkingagents,solventsandcarriers,hardeningagents,humectants,buffersandneutralizers,sequestrants,anticakingagents,fragrancesandotherperfumingingredients,skinprotectants,binders,emollients,viscositycontrolagents,foamingagents,anti-foamingagents,abrasives,absorbents,oralcare,denaturants,manufacturingaids,surfactants,chelatingagents,andskinconditioningagents)n/excretionchronicingestionirritabilitydiarrhea
         2. **quinoneTR**(anti-microbial/parasitic/tumor/cardiovasculardisease,purgative),
         3. **semiquinoneTL**(freeradical,highlychemicallyreactive)
         4. **hydroquinoneBR**(reducer))
      iii. O2–(TL)usedtoburnfuel(sugarandfattyacids)andproduceenergybyentirebody
      iv. H2o–(BR)usedinallcells,organsandtissuesforbreathing,digestion(chemicalreactant),temperatureregulation(coolant)

Add one

sweat

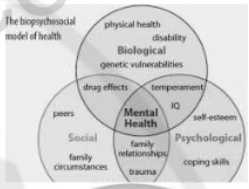
11. Rain/waterCycleModel...nitrogenandcarbon
   i. **Evaporation**(sunheatswaterrisesintoair)
   ii. **Condensation**(watercoolsandcondenses)
   iii. **Precipitation**(enoughwatercondensestobecomeheavyenoughtofalltoground)
   iv. **Collection**(collectsingroundwellsandriversflowingbackintotheocean)

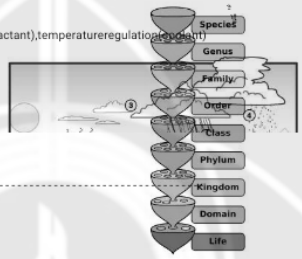
Conscience/ConsciousCultureModelCompilation

2 Sentential–imitatesequences
3 Primary: Section Break(Next Page)
   iii. Concreteoperational
      1. Abstract
   iv. FormalOperational–
      1. "noteveryoneattainsFormalOperational..."-Piaget
      2. Argueusingempiricalorlogicalevidence
   v. Postformal(systematic)
      1. Constructmultivariatesystems
   vi. Meta-systematic
      1. Constructmulti-systemsandmetasystems
   vii. Paradigmatic
      i. Fitmetasystemstogethertoformnewparadigms
   viii. Cross-paradigmatic
      i. Fitparadigmstogethertoformnewfields
   ix. Meta-cross-paradigmatic
      1. "ModelofHierarchicalComplexity"
      https://docs.google.com/document/d/1R-WNcHzsGNEUubqzQ1Fap1r_lSlNsFFXaVXUCyFXRPM/edit#

15. *Engel–BiopsychosocialBIO-PSYCHO-SOCIO-POLITICO
   a. Psychological/Individual(LX)–Sociological/Group(RX)–xaxis
   b. NaturalLaws/subconscious(BY)–SocialLaws/Conscious (UY)–yaxis
   c. Religions,Politics,Organizedwaysofbeing,allsitatthexaxisorbelow
   d. Consciousdeclarations

16. Bronfenbrenner
   i. TaxonomyHierarchy(likenedto Bronfenbrennerorinbioofbiopsychosocial)





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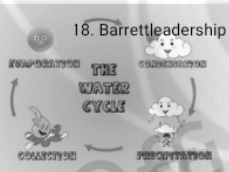
18. Barrettleadership Section Break(Next Page)



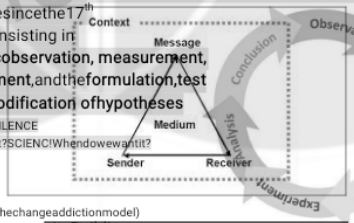
11

12

Conscience/ConsciousCultureModelCompilation

***COMMUNICATION TRIANGLE** (& *Rhetorical triangle)- Afterindividual, now triangle (but introduce multi-persona as necessity for self-teaching andlearning)whiletriangletiltstoformamessageintheupperright,reflectedisanothertriangleandasubconsciousmessageinthelower left

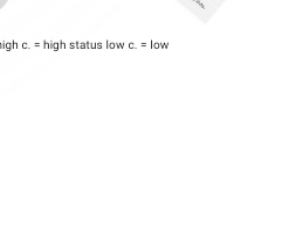
19. ScientificMethod–Amethodofprocedurethathascharacterizednaturalsciencesincethe17th century, consisting in systematicobservation, measurement, andexperiment,andtheformulation,testing, and modification ofhypotheses



12. MEDIUM;SENDER,MESSAGE,RECIEVER,
   a. (parallel master slave and dominance vs submissive tendencies)SCIENCENOTSILENCE inneuroticsmfailuretoacknowledgemessageorthepro cessoftakingthe f to get this message out, as we are individuals, but we are operatetogetherand"loginto"othersforhelp,assistance,etc. What'sNewWant?SCIENC!Whendowewantit? PEERREVIEW!

13. *Maslowhierarchyofneedsintowheel/communicationtriangle (expressingthefullfillmentandleadingtoadevelopmentofapersona)(escapesthewheellikethechangeaddictionmodel)

14. *COGNITIVE PROCESSING – PIAGET (Vygotsky (zone ofproximaldev.)/piagetcomboandmybio-addition(larynx,privatespeech-"self-mantras")
   a. biobasis*onlarynxwhisperandmantra*memorydevelopmentandthelearningcurve(highwarmthlowcompetence.paternalistic,highwarmthhighcompetence.formalprocessingtoexpandintothelargercognitiveprocessingcircles(metasystematic)dparadigmatic)andmetasystem
      i. **Sensorimotor**
         1. Calculatory
         2. Automatic
         3. Sensoryormotor
         4. Circularsensorymotor
         5. Sensorimotor (formconcepts)
      ii. **Pre-operational**
         1. Nominal–relationsamongconcepts

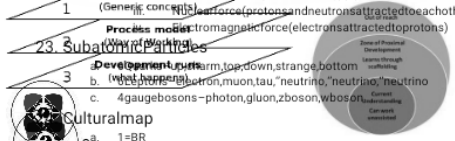


20. StagesofCommunityBuilding
   i. Pseudocommunity(TL)
   ii. Chaos
   iii. Emptiness(BR)
   iv. TrueCommunity(TR)

21. Stereotype content model (adapted from Fiske et al. (2002) (Warmth and Competence) – (high c. = high status low c. = low status,highw=notcompetitive,lowwarmth=competitive)
   a. highwarmthlowcompetence.paternalistic,highwarmthhighcompetence.formalprocessingtoexpandintothelargercognitiveprocessingcircles(metasystematic)dparadigmatic)
   b. Contemptuous stereotype
   c. HighC.LowW.(envious, competitive)
   d. Highc.highw.admiration

22. TheFourFundamentalForces
   i. Gravitational(weakorstrong)(Y)
   ii. Electromagnetic(weakorstrong)(X)
   iii. Nuclearforce(protonsandneutronsattractedtoeachother)
   iv. Electromagneticforce(electronsattractedtoprotons)

23. SubatomicParticles
   a. 6quarks–charm,top,down,strange,bottom
   b. 6leptons–electron,muon,tau,"neutrino,"neutrino,"neutrino
   c. 4gaugebosons–photon,gluon,zboson,wboson



1
2
3

9

10

24. Culturalmap
   a. 1=BR
   b. 2=(BottomY)
   c. 3=(TL)
   d. 4+(TopY)
   e. 5=

Cultural Map
The Five Stages of Culture

Stage	%	Behavior	Relationship to people	Language
5	2%	Innocent Wonderment	Team	"Life is great"
4	22%	Tribal Pride	Stable Partnership	"We're great"
3	46%	Lone Warrior	Personal Domination	"I'm great"
2	25%	Apathetic Victim	Separate	"My life sucks"
1	2%	Undermining	Alienated	"Life Sucks"

25. SPIRITUAL/HISTORICAL
   a. TRIANGLE/HolyTrinity,
      i. motherfatherandchildorgod,sonandholyspirit(Sender, Receiver,Message),bible,VedasandBowenfamilymodel
      ii. pastpresentfuture

26. 7DeadlySinsv.7HeavenlyVirtues Section Break(Next Page)

13

Add carbon/nitrogen/oxygen/heat (system exchange law, cold to hot hot to cold) cycle, betrayal trauma[6] (hi trauma/low trauma, , Berne's 4 life positions(I'm okay/Not okay, You're Okay/NotOkay)[7]Berne, transactional analysis(parent, adult, child (a triangle atop/inhabiting/encompassing the self (CBT position)) [8] and Freud's Iceberg metaphorid [9.1] (biosphere [9.1/10/ move to first6]),ego (psycho-socio spheres [9.2])and superego (politic sphere [9.3]),Love and Fear (centeryin/yang (quoting from Kublerarticle and oxycontin research)),Kohlberg Stages of MoralDevelopment [11] (I. *Preconventional*: 1. Obedience and punishment, How can I avoid punishment? 2. Self-interest orientation; What's in it for me? Paying for a benefit, II. *Conventional*, 3. Interpersonal Accord andconformity, Social norms; Good boy/girl attitude, 4. Authority and social-order maintaining orientation, law and order morality, III. *Post-conventional*, 5. Social contract orientation, 6, Universal ethicalprinciples, Principled conscience.), Sacred Psychology[12] (great wound, transformation, bigger story, union with beloved), eight circuit model [13] (oral, anal, laryngeal manual, socio sexual, neuro-somatic, neuro-energetic, neuro-genetic, neuro-atomic), Darley and Latane 5 stages of helping behavior[14](Notice, Interpret, Degree, Form, Implement), love languages; [15] (receiving gifts,quality time, words of affirmation, acts of service, and physical touch), 5 &/or 7 love hormones [16], Hegel: Slave-Dialectic[17]: Reaction, Death Struggle, Enslavement and Mastery, Contradiction andResolution, Nietzsche[18]Master Slave Morality, Classical def of knowledge[19] V-Diagram: (Kiwix belief) Belief, Truth, justified belief and knowledge, scientific law [20] V-Diagram; laws, theories, andRepeated Successful Predictions, Brain Waves; [21] Delta, Theta, Alpha,Beta, Gamma, Sleep Cycles: [22]Wake, REM, NREM1,NREM2, NREM3, Working Memory Model: [23]Central Executive(top politico), Episodic Buffer (middle cc), Visuo-spatial sketchpad (or all exist inside psych alone?), Phonological Loop, 4 Paradigms of Cognitive Dissonance [24]: Belief Disconfirmation (BL), EffortJustification (TL), Induced Compliance (BR), Free Choice (TR), Cognitive Dissonance 4 Magnitude Reduction Methods[25]:Ignore or deny, Justify (TL), Justify by adding new cognitions (BR), Changethe behavior (TR) 4 categories complaining human behavior[26] intrapsychic (biopsychosociospiritual) [27] , interpersonal, intragroup, intergroup. Parenting styles and governmental styles (permissivev) add non-violent communication(a verified western "protocol") add; triune brain, temporal circuit, aggregate to eeg (bloch1991, karunami2015, 2004.01973, lee2014, wang2014, masruroh2019(morenotes in spiral memo pad))

*=1ormorecitationsinccdownloads

Conscience/ConsciousCultureModelCompilation

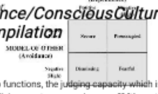
Conscience/ConsciousCultureModelCompilation

ATTENTION/TRUST/NEED

1. (AttentionY,ControlX)(also,Attentionandmemory-(sy...deficiency(addsymptomsasbioindicatorsofconsc.)
   YouNowHaveAShorterAttentionSpanThanaGoldfish(TIME,2015MAY)
   Controlling(NeedingtoFeelPowerful)(pg.15,SuggestedFormatforA12StepGroupForVeterans,FamiliesAndFriends,PatientMason,vetformat.pdf)
2. Attachmentstyles-(trustself/dependenceY,trustothers/avoidanceX)
   Fourin10infantslackstrongparentalattachments,(Huber,WoodrowWilsonSchoolofPublicandInternationalAffairs,2014)
3. Operantconditioningskinner-Positive/negative=YaxisXaxis=Reinforcement/Punishment
   a. PositivereinforcementisTR,negReinforcementisBR,PositivepunishmentisTL,negativepunishmentisBL
      NegativePunishment;PrisonComplex.PositiveReinforcement:MoneyComplex,wallstreet
4. PavlovHunger(NeedmustbeYaxis)andAppetite(DesirexAxis)equatedto 40millionUSCitizensareMalnourishedwhile93.3millionUSAdultsareObeseSENSORIMOTOR
5. Maslow'sHierarchyofNeeds"Motivation&Personality"(1954)
   i. Physiological–air,water,food,shelter,sleep,clothing,reproduction
      - 39.7millionUSCitizensliveinpoverty,including12.6millionchildren
      - 3.5 million Americans are homeless each year, 1 million are childrenii.
   Safety–personal,emotionalandfinancialsecurities,Health,Property
   iii. Loveandbelonging–friendships,intimacy,family,senseofconnection
      - 1/3USchildrendonothaveafather
   iv. Esteem–respect,self-esteem,status,recognition,strength,freedom
      - Competition,luxurygoods,greedandmonetaryobsessions
   Self-actualization–desiretobecomethemostthatonecanbe
      - Completinggoals,feelingsecurewithself,"enlightened"
   vi. Transcendence–givingoneselftosomethingbeyondoneself–altruism,spirituality

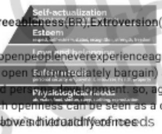
a. Sensing/intuition-Xaxis
b. Thinking/feeling-Xaxis
c. Judging/perceiving-Yaxis

Section Break(Next Page)



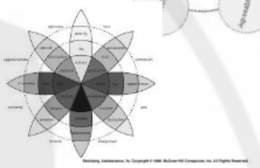
Conscience/ConsciousCultureModelCompilation

4. AristotleY=Volition,
   a. quoted "The soul in living creatures is distinguished by two functions, the judging capacity which is a function of the **intellect** and of **sensation** combined, and the capacity ... what is it that makes the living creature move in space?" "these two things then, appetite and mind, are clearly capable of causing movement...both of these, then, mind and appetite are productive of movement in space. But *the mind in question is that which makes its calculations with an end in view, that is the practical mind; it differs from the* **speculative mind** *in the end that it pursues*. And every appetite is directed towards an end; for the thing at which appetite aims is the startingpoint of the practical mind, and *the last step of the practical mind is the beginning of action*. So these two, *appetite and practical thought, seem reasonably considered as theproducers of movement*; for the object of appetite produces movement, and therefore thought produces movement, because the object of appetite is it's beginning. Imagination too, when it starts movement never does so without appetite. That which moves, then, is a single faculty, that of appetite. If there were two movers, mind as well as appetite,they would produce movement in virtue of a common characteristic. But, as things are, mind is never seen to produce movement without appetite (for *will is a form of appetite*and when movement accords with calculation, it accords also with choice, but appetite produces movement contrary to calculation; for *desire is a form of appetite*"
      i. (*Aristotleonthesoul*withanEnglishtranslationbyW.S.Hett,London,WilliamHeinemannltd/Cambridge, Massachusetts,Harvarduniversitypress,1964,p.181
         1. So, in the big map, practical action is top right, speculative mind is bottom left, volition leads to upper leftspeculativeaction,andbottomrightispracticalmindupperrightispracticalaction.**Appetite/Action/Volitionisthe Yaxis**andthe**XaxisisSpeculation/Practicality**
5. Big5personatraits
   i. **Openness**(TL),**neuroticism**(BL),**agreeableness**(BR),**Extroversion**(TR), **Conscientiousness**(TopYaxis)
   b. Opennessisinthecholericsquare,becauseveryopenpeopleneverexperienceaggression(butan opening to ideas, instead of foreclosure they open to immediately bargain) and furthermore,the choleric is only choleric in biological or limited personal development. so, aggression can be considered a limited openness, or too much openness can be seen as a deficient choleric development–focusonbalancedindividualityofneeds



Maslow's hierarchy of needs

6. Plutchiks8coreemotions
   Ididn'tfollowthatoneandmademyown(below)butbothseemtoworkinmyopinion
   i. Trust(acceptance)-Upper
   ii. Anger-topleft
   iii. Anticipation(interest)-left
   iv. Disgust-bottomleft
   v. Joy-topright
   vi. Fear-bottom
   vii. Sadness-bottomright
   viii. Surprise-right

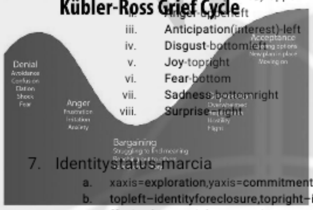


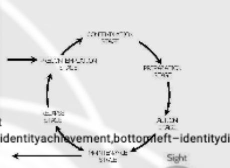
CHANGE

6. GriefCycle
   a. Shockmoveslike/fromcenteri. Denialbottomleft
   b. Angertopleft
   c. Bargaining moves like\d. Depressionbottomright
   e. Acceptancemovesuptoupperright
7. Addiction/Maintenance/Stages ofChange

Section Break(Continuous)

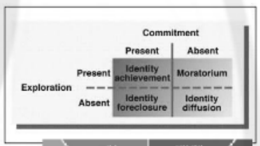
Kübler-Ross Grief Cycle





7. Identitystatus-marcia
   a. xaxis=exploration,yaxis=commitment
   b. topleft–identityforeclosure,topright–identityachievement,bottomleft–identitydiffusion,bottomright moratorium

Identity Status Categories



9. 5senses (all of these should be in the center or off ofconscience from BIG 5 (above circle) same as – Gardner 8intelligences
   i. Sight
   ii. Smell
   iii. Hearing
   iv. Touch
   v. Taste

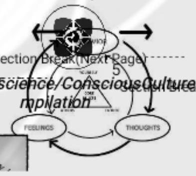
Conscience/ConsciousCultureModelCompilation

10. Gardner8intelligences
   i. InterpersonalXR
   ii. Bodilykinesthetic
   iii. Linguistic\
   iv. IntrapersonalXL
   v. SpatialYT
   vi. Naturalist\BL
   vii. Musical
   viii. LogicalYL
   ix. Existential/TR

8. CBT
   i. Precontemplation=shockii. Contemplation=denialtoanger
   iii. Preparation=bargainingtodepression
   iv. Action=acceptance
   v. Maintenanceattoprightdottedlinesconnectittocenterrelapseconnectstoprecontemplation

Section Break(Next Page)

Conscience/ConsciousCultureModelCompilation



Conscience/ConsciousCultureModelCompilation

   i. Yourself=bottomleft
   ii. Others=topleftandbottomright(twocorebeliefstrianglereflectingaboveandbelow/axis)iii. Future=topright
b. Thinking(TopCircle(CC))\Feeling(BottomCircle(CC))
c. Behavior(TR(Change)orBL(Relapse))

BIO-AFFECTIVEPERSONA

1. The4humorsofHippocrates((Hot/Cold,wet/dry))
   a. 1. Blood (**Sanguine** – Enthusiastic, active, social /Spring/Infancy/Air/Liver) 2.Yellow Bile (**Choleric** – aggression, anger /Summer/youth/fire/gallbladder) 3.**Phlegmatic** (Apathetic /Autumn/adulthood/earth/spleen) 4. Black Bile(**Melancholic** – depression, decline of feeling or opinion /winter/oldage/water/brain/lungs)
      i. UnificationwithEmpedocles=/
      ii. *** the above model (hot dry = fire = yellow bile/choleric(dominative),hotwet=air=blood=sanguine,colddry=water=phlegmatic, cold wet = earth = black bile/melancholic) but I wouldput phlegm (unmoving/apathetic) as earth and blackbile/melancholic (moody/wavy/passive/submissive) as waterswitchingthepositionsof
2. **BREATH CYCLE** - **X = Pressure/Saturation Y = (need = ventilation** (ideas tomacrocosmicenvironmentalneed)**)Inhale/exhale=02increase/co2decrease**
   a. ***(Oxygen/no oxygen = Y, Pressure/No Pressure = X) or (oxygen increase/decrease and pressureincrease/decrease) - co2 o2 /ph. meter*** Ventilation (o2 intake/co2 outtake) & Pressure (mm/hg)

gas exchange and ventilation - perfusion relationships in the lung series Physiology in Respiratory Medicine / j. Petersson and R.W. Glenny

figure 2a and 2b
intake oxygen = increase pressurized oxygen
exhale carbon dioxide = release pressurized carbon dioxidefigure 4
the effects of hypo and hyperventilation
hypo - acidic paco2>40 mmhgpao2<100mmhg
hyper - alkalinic paco2<40 mmhg pao2>100mmhg
normal ventilation = paco02 = 40mmhg and pao2 =100mmhg
hypoventilation = acidic
hyperventilation = alkalinic

the space between exhale and inhale (in between worlds/ life anddeath) is the space of the top right corner with a dotted lineextending back to center and continued dotted line back to lowerleft

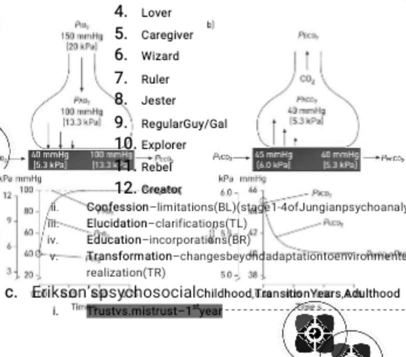
inhale begins in the acidic left down which has been determinedto be the phlegmatic detached
state inhale leads to the choleric acidic aggressive state, exhale begins and melancholic and
inhale creates sanguine and dotted line expresses the nextexhale
phlegmatic is cold and dry and detached in stresscholeric is hot and dry
can dry be acidic and wet be alkaline? YES, So x =ventilation/pH/pressure y = oxygen
yes, if wetness is o2 (which h2o is water so it makes sense)

3. JungianPersonas
   a. Introvert/extrovert-Xaxis

HISTORICAL/SPIRITUAL

8. FreudPsycho-SexualStages
   i. Oral–fixationandresistanceoracceptancetosocialquesfromparents(yesornoofwhattoeat/swallow)(swallowcontrol)
   ii. Anal–fixationandresistanceoracceptancetosocialquesfromparents(runningawaytopoop)(bowelcontrol)
   iii. Phallic–fix.andres.Oraccept.Tosocialques(bladdercontrol)
   iv. Latent–(refertospiritualstages(sexualimpulsesarerepressed,andsexualenergycanbesublimatedtowardseducation/workskills,passions,friendships))
   v. Genital(belowtransferto7majorchakra/endocrinesystems)
      1. Endocrine–relatingtoordenotingglandswhichsecretehormonesdirectlyintothebloodi
         a. Theanusasarootchakraglandthatsecretesourindividualproductintothebloodoftheearth
      2. Testes/ovaries
      3. Adrenalgland,Pancreas/liver
      4. Thymusandtheheart–endogenousopioids
      5. Thyroidgland–hormonesregulatebody'smetabolicandheartrate,digestivefunction,musclecontrol,braindevelopment,moodandbonemaintenance–needgoodsupplyofiodine
      6. Pinealgland
      7. Hypothalamus(linksendocrineandnervoussystemsbywayofPituitarygland
         a. Hyposecreteshormonesthatstimulateorinhibitproductionofhormonesinpituitary

b. JungianSpiritualStages;Preparation,Journey,Return[6,7, 8,9,10,11 – 5,4,3,2,1,12 – following grief direction shock isfromcenter/creatortowizardtoruler]
   1. Hero
   2. Sage
   3. Innocent
   4. Lover
   5. Caregiver
   6. Wizard
   7. Ruler
   8. Jester
   9. RegularGuy/Gal
   10. Explorer
   11. Rebel
   12. Creator
   ii. Confession–limitations(BL)(stage1-4ofJungianpsychoanalyticTherapy)
   iii. Elucidation–clarifications(TL)
   iv. Education–incorporations(BR)
   v. Transformation–changesbeyondadaptationtoenvironmentandself-realization(TR)



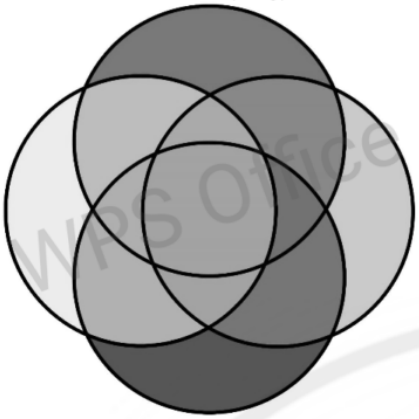
The Hero's Journey

c. Erikson'spsychosocialChildhood,TransitionYears,Adulthood
   i. Trustvs.mistrust–1[st]year

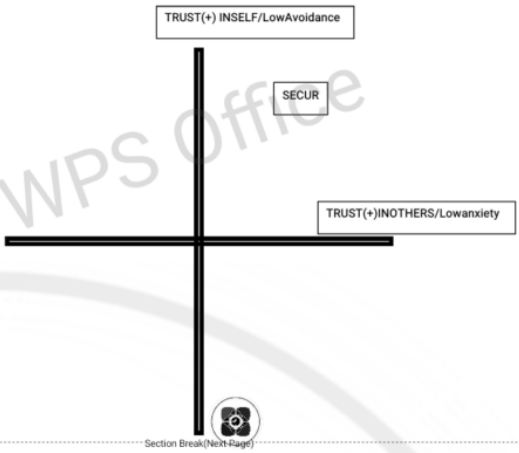
Section Break(Next Page)

I. TheBio-Psycho-Social-SpiritualModel(Engel,etc.al)
1. Biological
2. Psychological
3. Sociological
4. Spiritual /Political

Section Break(Next Page)



II. AttachmentTheoryandStyle's(Bowlby,Strange, etc.al)
1. SecureAttachment
2. Preoccupied
3. DismissiveAvoidant
4. FearfulAvoidant



Section Break(Next Page)

III. TheStagesofGrief(Kubler-Ross,Et.al)/Change/Addiction
1. Denial
2. Anger
3. Bargaining
4. Depression
5. Acceptance

1

V. EcologicalSystemsTheory(Bronfenbrenner,etc.al)
1. IndividualSystem
2. Micro-System
3. Meso-System
4. Eco-System
5. Macro-System

2

Section Break(Next Page)

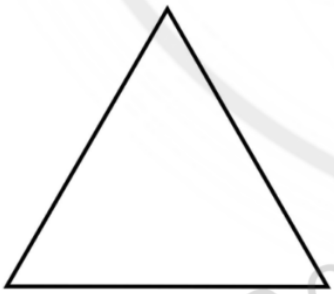
IV. StagesofCognitiveDevelopment(Piaget,et.al)
1. SensoryMotor–ObjectPermanence
2. Preoperational–SymbolicThought
3. ConcreteOperational–OperationalThought
4. FormalOperational –AbstractConcepts

5

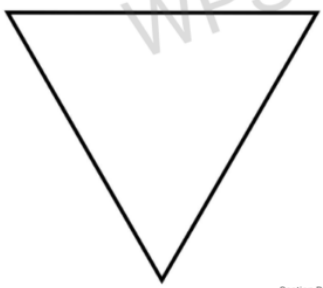
VI.
1. HierarchyofNeeds(Maslow,etc.al)

3

4



2. CognitiveTriad(Beck,etc.al)



Section Break(Next Page)

Necessityforgraphstoshowthatmostphenomenonarenotjustaone-timeeventbutanacceleratingdisaster:Crimerates,executive spending, homelessness, suicides, number of slaves,rearrangehospice

PhysiologicalNeeds

(Air,Water,Food,Shelter,etc.)

1. Air
   a. ***sickclassroomscausedbyrisingco2levels***
      1.a.i.effectsonbrainperformance,**(1-3)**
   b. ***AirPollutionKillsasmanyasCigarettes.*****(4-8)**
      1.b.i. Smoking1/3Cigaretteadayequivalentairpollutionfortheaverage American
      1.b.ii. 10,000-107,000AmericansDieDuetoAirPollutionAnnually
      1.b.iii. Smoking5-7Cigarettesadayequivalentairpollutionfortheaverage European
      1.b.iv. SmokingApackofCigarettesadayequivalenttobreathinginDelhi,IndiaandBeijingChinaAir
      1.b.v. 7milliondeathsworldwideattributedtoAirPollution
   c. BirdExtinction
      1.c.i.3Billion(about30%)birdslostfromNorthAmericainlast50years
2. Water
   a. **485,000**(780,000WWDR)deathscausedeachyearbycontaminateddrinkingwater,(9)
      2.a.i.297,000deathsofchildren5yearsandyoungereachyear(Preventable)
   b. **2billionpeople globally**usea**drinkingwatersource contaminatedwithfeces**
   c. **40%ofthelakesinAmericaaretoopolluted**forfishing, aquaticlife,orswimming
      2.c.i.*15interestingfactsaboutwaterpollutionthatyoushouldknow,*
   d. FishExtinction
      2.d.i.95%ReductioninSalmon&LampreyPopulations(OnceNativeFoodSources)
   e. 90%Coralreefswilldieby2050
      2.e.i.Responsibleforproducinghalf(50%)oftheworldsoxygenandabsorbing30%ofman-madecarbondioxide
   f. **Drought**
      2.f.i.WWDR2020
         2.f.i.1. Figure4.1,6,15, 16
         2.f.i.2. Duringthepast20years,thetwomainwater-relateddisasters–floodsanddroughts –causedmore than 166,000 deaths, affected another three billion people and caused total economicdamage of almost US$700 billion (EM-DAT, 2019). Droughts account for 5% of naturaldisasters, affecting 1.1 billion people, killing 22,000 more, and causing US$100 billion indamage over the 20-year period (1995–2015). Over the course of one decade, the number offloodsrosefromanannualaverageof127in1995 to171in2004 (CRED/UNISDR,2015). --------- Section Break(Continuous)
3. Land
   a. 50%oftheAmazonForestwillbelostby2050(10%reductioninOxygen)-Losing3footballfieldsperminute
   Column Break b. 50%ofSpeciesonEarthwillbeExtinctby2050
   c. 50%ofSpeciesonEarthwillbeextinctby2050 ------------------ Section Break(Continuous) ------------------
4. Waste
   a. **30-40%oftheUSfoodsupplyiswasted**or**133billionpoundsand$161billionworthof food**(2010)*(13)*
   b. AverageAnnualCO2useperperson
      4.b.i. 4,5tonsperpersonglobally
      4.b.ii. 4.6tonsCo2pertypicalpassengervehicle
      4.b.iii. 6.4tonsCo2perpersoninChina
      4.b.iv. 17.5tons Co2perpersoninUS
      4.b.v. Denmarkcarbontax$18per tonCo2
   c. FiguresfortheBiggestPolluters(2011)
      4.c.i. China,10billion tons
      4.c.ii. UnitedStates,5.9Billiontons
5. Hunger
   a. **40millionAmerican'saremalnourished,**
   b. 40.6millionAmerican'srelyontheSupplementalNutritionAssistanceProgram(SNAP)
   c. 93.3millionadultsand13.7millionchildrenareobese
   d. morethan1in4childrenliveinfoodinsecurehouseholdsinlanecountyhungerinLaneCounty2016
6. **Homeless**
   a. 3.5millionAmericanshomelesseach year(1millionarechildren)
   b. 70.8millionrefugees,asylum-seekersandinternallydisplacedpeople(2018)
7. Enslaved
   a. **40millionSlaves**Worldwide
      7.a.i. 16millionForcedLaborexploitation(1in4arechildren(4million))(14)
      7.a.ii. 4.8millionForcedSexualExploitation
      7.a.iii. 15.4millionForcedMarriage
      7.a.iv. 4.1millionState-imposedforcedlabor
   b. Listof149 **ProductsProducedby SlavesintheUSEconomy**(USDep.OfLabor2018)
      7.b.i.alcoholic beverages, artificial flowers, baked goods, bamboo, bananas, green/soy and yellow beans, beef,tobacco,bricks,carpets,cashews,tin,ceramics,Chilepeppers,citrusfruits,cloves,coal,cocoa,coffee,corn,cotton,cucumbers,cumin,diamonds,fish,eggplants,anassortmentofelectronics,emeralds,fireworks, poppies, footwear, furniture, steel, garlic, garments, gold, grapes, gravel, hazelnuts, iron, leather, lobsters,locks, matches, meat, melons, nails, palm oil, olives, onions, palm thatch, peanuts, pineapples, pornography,rice,rubber,salt,sand,shellfish,shrimp,silkfabric,soap,sugarcane,surgicalinstruments,tea,timber,vanilla,wheat,potatoes,carrotsandmore
   c. **400,000modernslavesintheUnitedStates**

Safety/Security

(personalsecurity,employment,resources,health,property,etc.)

1. Governmental
   a. *Democide*:Themurderofanypersonorpeoplebyagovernment,includinggenocide,politicide,andmassmurder.
   b. **35,654,000WarDeathsvs.182,800,000Democide**Deaths(1900-1999)
      128,168,000VICTIMS:THEDEKA-MEGAMURDERERS
      1.b.i. 61,911,000Murdered:TheSovietGulagState1917-1987
      1.b.ii. 35,236,000Murdered:TheCommunistChineseAntHill1928-1987
      1.b.iii. 20,946,000Murdered:TheNaziGenocideState1933-1945
      1.b.iv. 10,214,000Murdered:TheDepravedNationalistRegime1921-1948
      25,178,000VICTIMS:THELESSERMEGA-MURDERERS
      1.b.v. 6,000,000Murdered:(CIACovert)AmericanHolocaust1947-1987
      1.b.vi. 5,964,000Murdered:Japan'sSavageMilitary1937-1945
      1.b.vii. 2,035,000Murdered:TheKhmerRougeHellState1975-1979
      1.b.viii. 1,883,000Murdered:Turkey'sGenocidalPurges1900-1923
      1.b.ix. 1,670,000Murdered:TheVietnameseWarState1954-1987
      1.b.x. 1,585,000Murdered:Poland'sEthnicCleansing1945-1948
      1.b.xi. 1,503,000Murdered:ThePakistaniCutthroatState1971
      1.b.xii. 1,072,000Murdered:Tito'sSlaughterhouse1941-1987
      6,945,000VICTIMS:SUSPECTEDMEGAMURDERERS
      1.b.xiii. 1,663,000MurderedOrwellianNorthKorea1948-1987
      1.b.xiv. 1,417,000MurderedBarbarousMexico1900-1920
      1.b.xv. 1,066,000MurderedFeudalRussia1900-1917
      1.b.xvi. 1,500,000+IllegalOrganHarvestingandTransplantsChina2000-2020
         1.b.xvi.1. 60,000illegalorgansharvestedandtransplantedinChinaannually,reportfinds_*TheIndependent*
         1.b.xvi.2. 114,000peoplewerereportedtobewaitingforaneworganintheUS(2018)
      1.b.xvii. 1,300,000+MurderedAmericanTerrorState
   c. **262,000,000TotalDemocideDeaths**(88,000,000Pre-TwentiethCentury)
      Togiveperspectiveonthisincrediblemurderbygovernment,ifallthesebodieswerelaidheadtotoe, withtheaverageheightbeing5',thentheywouldcircletheearthtentimes.Also,this democide murdered6timesmorepeoplethandiedincombatinalltheforeignandinternalwarsofthecentury.Finally,given popular estimates of the dead in a major nuclear war, this total democide is as though such a war didoccur,butwithits deadspreadoveracentury.RJRummel,*DeathByGovernment*

IftheNurembergfawswereapplied,everypost-warAmericanPresidentwouldhavebeenhanged: ------ Section Break(Continuous)

1.c.i. Truman
   1.c.i.1. 2atomicbombskilledatleast129,000citizens
   1.c.i.2. Proceededtoorganizemajorcounter-insurgencycampaigninGreecewhichkilledabout 160,000people,60,000refugees,andother60,000orso peopletorture,politicalsystem dismantled,for Americancorporationstocomeinandtookitover.
1.c.ii. Eisenhower
   1.c.ii.1. Overthrowofthegovernmentof Guatemala,
   1.c.ii.2. InvasionofLebanonin1958
   1.c.ii.3. OverthrowofthegovernmentofIran throughaCIA-backed coup
1.c.iii. Kennedy
   1.c.iii.1. TheInvasionofCuba
   1.c.iii.2. TheInvasionofSouthVietnam
1.c.iv. Johnson
   1.c.iv.1. Indochinawar
   1.c.iv.2. TheInvasionofDominicanRepublic
1.c.v. Nixon
   1.c.v.1. InvadedandBombedCambodia
1.c.vi. Carter
   1.c.vi.1. SupportedIndonesianinvasionofEastTimor
1.c.vii. Reagan
   1.c.vii.1. ----------- Column Break -----------
   CentralAmericaContra'sOperation
   1.c.vii.2. SupportfortheIsraeliinvasionofLebanon
1.c.viii. BushSr
   1.c.viii.1. CondemnedbyInternationalCourtofJusticefor"unlawfuluseofforce"
   1.c.viii.2. GulfWar
1.c.ix. Clinton
   1.c.ix.1. Kosovotragedy
   1.c.ix.2. GenocideinIraq
1.c.x. BushJr
   1.c.x.1. Found guilty by the Kuala Lumpur WarCrimesCommissionfortortureandcruel,inhumaneanddegradingtreatment
1.c.xi. Obama
   1.c.xi.1. GlobalDroneAssassinationCampaign
1.c.xii. Trump
   1.c.xii.1. "WarCrimesEnthusiast"
   1.c.xii.1.a. AssassinationofSoleimani
   1.c.xii.1.b. Threatenedtocommitwarcrime, as specifiedinGenevaConventionsaswellastheUSlawof WarManual,extensiveprovisions related
   1.c.xii.1.c. Pardoned multiple war criminals, As thepresident put it on Twitter, "We train our boys to bekillingmachines,thenprosecutethemwhentheykill!"This is a philosophy that makes no moral distinctionbetweenkillingcombatantsandkillingthe innocent. ----- Section Break(Next Page)
   1.c.xii.1.d. vowed to impose torture techniques "a hellofalotworsethanwaterboarding."Trumpdeclared thathe would "take out the families" of terrorist suspects,assuringskepticsthatthemilitarywouldnotrefusehis commands, even though service members have a dutytorefuseordersthataremanifestlyillegal."IfI saydoit,they'regoingtodoit." ----------------------

   d. LocalGovernment
      1.d.i. NorthAmerica17thcenturyonward
         1.d.i.1. InitiallylittlecontrolfromgovernmentsbackinEurope,manysettlementsbeganas shareholder or stockholder business enterprises, and while the king of Britain had technicalsovereignty,inmostinstances"fullgovernmentalauthoritywasvestedinthecompanyitself"Settlers had to fend for themselves; compact towns sprung up based as legal corporations inwhathasbeendescribed as"puredemocracy"
      1.d.ii. *Doyoulive in acorruptcity?*
         1.d.ii.1. In2015,whentheUniversityofIllinoisreleaseditsstudyongovernmentcorruption, researcherstalliedupthenumberofcorruptionconvictionsinbigcitiesovertheyears.MiamiandNewark bothsawover400convictions oncorruptioncharges from2000-09.
      1.d.iii. *Wanttoownacity?*
      1.d.iv. *CanCitiesbecomeself-reliantonfood?*
         1.d.iv.1. It is concluded that while high levels of local self-reliance would require an active role of citygovernmentsandplanners,publiccommitment,financialinvestment,andlabor,thebenefitsto human health, the local and global environment, and the local economy and communitymayoutweighthecost.
   e. ~~*InvestigatingPlannedParenthoodandResearchUsingAbortedBabies*~~
      ~~1.e.i.Taxpayersfundthesaleofabortedbabypartswithmillionsofdollarsannually.In2014alone,theNIHspent $76 million on human fetal tissue research "with grants to more than 50 universities, including Columbia,Harvard,theMassachusettsInstituteofTechnology,Stanford,YaleandtheUniversityofCaliforniainBerkeley,Irvine, Los Angeles, San Diego and San Francisco. It expects to spend the same amount in 2015 and 2016."Taxpayershavearighttoknowhowthesebabypartswereobtained,whichPlannedParenthoodaffiliatesandother abortion facilities were involved, as well as which biotech companies and end-consumers profited fromthesaleanduseofaborted babyparts~~

2. **UnitedStatesJusticeDepartment**
   1.a.i. **$210+billion**
      1.a.i.1. **$29.9billion**DepartmentofJustice(ExecutiveBranch)Annualcost(2019)
      1.a.i.2. **$81billionannual costtoU.S.taxpayers,**(Prison,parole,andprobationoperations)
      1.a.i.3. **$100billion**incoststhatarepaidbyindividuals(policeandcourtcosts,bailbondfees, andprisonphonefeesgenerate)
   1.a.ii. IncarcerationintheUnitedStates(includegraphic)
      1.a.ii.1. **2.4million**peopleinUSPrison(2008)
         1.a.ii.1.a. **25%**ofthetotal**9.8million**prisonersworldwide(2008)comingfroma countrywithonly**5%**oftheglobalpopulation
      1.a.ii.2. **6,613,500**people intheUSadultcorrectionalsystems(2016)
   1.a.iii. Increaseincrime
         1.a.iii.1.a. UnitedStatesPopulationandNumberofCrimes1960–2018
            1.a.iii.1.a.i. Year-Population-TotalCrimes-ViolentCrimes
            1.a.iii.1.a.ii.1960-179,323,175- 3,384,200-288,460
            1.a.iii.1.a.iii.2018-327,167,434- 8,441,110-1,245,065
         1.a.iii.1.b. UnitedStatesPopulationandRateofCrimeper100,000People1960-2018
            1.a.iii.1.b.i. Year-Population–Total-Violent
            1.a.iii.1.b.ii.1960-179,323,175-1,887.2-160.9
            1.a.iii.1.b.iii.2018-327,167,434- 2,580.1-380.6
         1.a.iii.1.c. **136.7%Increaseof totalcrime**since1960
         1.a.iii.1.d. **236.5%increaseofviolent crime**since1960
            1.a.iii.1.d.i. Isprisonsupposedtorehabtheindividual,orisitsupposedtoearnmoney?Ifthegoalis toearnmoney,thenahighprisonpopulationis theendgoal.
   1.a.iv. **2.3%-5%**ofallUSprisoners areinnocent
      1.a.iv.1. **120,000**peoplemaybeincarceratedasaresultofwrongfulconviction
         1.a.iv.1.a. Theinnocenceproject,MiscarriageofJusticeWiki
   1.a.v. "BailingontheJusticeSystem",Eugeneweekly
      1.a.v.1. "Yougetalotofclientswhosay,'I'minnocent,butI'mnotgoingtotrial,getmeoutofhere. Idon't carewhatIhavetodo,getmeoutofherenow.'"
      1.a.v.2. "Itturnsitintoaplea mill,"hesays."Likeapuppymill,it'sapleamill.Theattorneysgetless moneyiftheytakeacasetotrial."
      1.a.v.3. "byandlargemostcasessettlewithoutgoingtotrial—roughly90percent.Andthat'snotjust locally,that's nationwide.

2. **Energy**
   a. ElectricalGridDependencyandvulnerability ------------------ Section Break(Next Page) ------------------
   10ScaryThingsThatWouldHappeniftheGridwentDown
      2.a.i.1. NoMoresupplyTrucks
      2.a.i.2. Storeswouldclose
      2.a.i.3. Schoolswouldbeshut down
      2.a.i.4. Commercewouldcease
      2.a.i.5. Gasolinewouldbegone
      2.a.i.6. Cellservicewouldstop
      2.a.i.7. Postofficeswouldclose
      2.a.i.8. Airconditioningwouldn'twork
      2.a.i.9. Heaterswouldn'twork
      2.a.i.10. Nomorerunningwater ------------ Section Break(Continuous) ------------

3. **Economic**
   a. Spending
      1.a.i. FederalBudgetFY2020(*TheBalance.com/fy-2020-federal-budget-summary -...pdf)****(Budget_fy21(1).pdf)-breakdownonpg111***
         1.a.i.1. Revenue-$3.706Trillion
            1.a.i.1.a. IncomeTaxes–$1.8Trillion(49%ofFY2020)
            1.a.i.1.b. PayrollTaxes-$1.3Trillion(35%)
            1.a.i.1.c. CorporateTaxes-$265Billion(7%)
         1.a.i.2. Spending-$4.79Trillion(2020)($1.083TrillionBudgetDeficitfor2020)vs$4.4TrillionBudgetofU.S.Government (2021)
         1.a.i.3. DiscretionarySpending
            1.a.i.1.i. Defense-$633Billion(2020)vs$705.4BillionAnnual(2021)DefenseBudget
            1.a.i.1.ii. HealthandHumanServices-$106Billion
            1.a.i.1.iii. VeteransAffairs–$93Billion
            1.a.i.1.iv. Education–$72Billion(Linktograduationrates)
            1.a.i.1.v. HousingandUrbanDevelopment -$57Billion
            1.a.i.1.vi. HomelandSecurity-$48Billion
            1.a.i.1.vii. State - $48 Billion1.a.i.1.viii.Energy - $39 Billion1.a.i.1.ix.Justice- $32Billion
            1.a.i.1.x.Nasa-$23Billion
         3.a.i.1. 54%ofallfederaldiscretionarySpending
   b. Debt
      3.b.i. $23.3TrilliontotalDebtofUSGovernment(Feb.2020,*DebttothePenny*)
         3.b.i.1. $78KworthofdebtperUSCitizen
      3.b.ii. $1.48Trillion totaldebtofUSStudents
      3.b.iii. $30,100AverageDebtperUSGraduate
   c. Poverty
      3.c.i. **39.7million**American'sliveinpoverty(12.3%ofthepopulation)(2017)
         3.c.i.1. **12.8million(32%)children**
            3.c.i.1.a. ***Povertylinkedtobrainstructureinchildren***;familiesthatearnedlessthan $25k/yearhad**6%lessbrainsurfacearea**thanthosewhosefamiliesearned$150k/year ormore
               3.c.i.1.a.i. LeadresearcherKimberlyNobleteacheratColumbiaUniversityMedicalSchool and senior author Elizabeth Sowell of Children's Hospital in LosAngeles California
      3.c.ii. 23%ofAmerican'ssavenomoneyfromtheirpaycheck
         3.c.ii.1. 58%ofUSCitizenshave**lessthan$1,000insavings**
         3.c.ii.2. 40%ofUSCitizenshavelessthan$400inthebankforemergencyexpenses
      3.c.iii. GlobalDisparity
         3.c.iii.1. PerCapitaIncomesworldwideragefrom$280in Burundito$82,230inNorwaywiththeUSinbetweenat $56,180
         3.c.iii.2. $10,298istheaverageworldwidepercapitaincome
         3.c.iii.3. $32,400+ annualincomeplacesanindividualintheglobal1%
         3.c.iii.4. $718,766+UStop1%,$118,400+UStop 10%
   d. **Employment**
      3.d.i. Unemployed
         3.d.i.1. 4.2%Unemployedor6.8millionpeople(2017)
      3.d.ii. Unsatisfied
         3.d.ii.1. 30%American'shaveseriouslyconsideredquittingtheirjobinthelastthreemonths

4. **Health**
   a. OneinFiveadultsintheUnitedStateshasIBS(irritablebowelsyndrome)
   b. *CDCincreasesestimateofautism'sprevalenceby15percentto1in59childrenAutismSpeaks*
   c. 1Milliondoctors
   d. Prescriptions ------------------------------ Section Break(Next Page) ------------------------------

WPS Office

4.d.i. 55%ofAmerican'sregularlytakeaprescriptionmedication
4.d.i.1. WebMD"American'sTakingMorePrescriptionDrugsthanEver"
4.d.i.2. 75%ofmedstudentsareonantidepressantsor stimulants(or both)
4.d.ii. 1in6AdultAmerican's(40million)takeaPsychiatricDrug
4.d.ii.1. MedicalExpenditurePanelSurvey,ScientificAmerican,"1in6AmericansTakesaPsychiatricDrug"
4.d.ii.2. MoreThan6PercentofU.S.TeensTakePsychiatricMeds_Survey-WebMD
4.d.iii. 1.3millionsoughtemergencyroomtreatmentforadversedrugeffect
4.d.iv. ~124,000diedfrom*adversedrugeffects*
4.d.iv.1. WebMD"American'sTakingMorePrescriptionDrugsthanEver"

e. Pregnancy
4.e.i. Medications
4.e.i.1. 90%takeamedication,70%takeaprescription
4.e.ii. Abortions
4.e.ii.1. Globally,thereare43.8millionabortions
4.e.ii.2. 47,000deathsgloballyfromabortions
4.e.ii.3. 1.4millionabortionsinNorthAmerica(2008))
4.e.ii.3.a. Jan.2012,WHOandtheGuttmacherInstitute,Infoplease,globalabortionrates
4.e.iii. Post-Partum
4.e.iii.1. 89%CesareanDeliveryand53%vaginaldeliveryfilledprescriptionsduringthepostpartumperiod
4.e.iii.2. 21,000intheUSwomenbecomechronicopioidusersattributabletoopioiduseinpostpartumperiod

f. Addiction
4.f.i. **70,237OverdoseDeaths**intheUS(2017)
4.f.i.1. Forbes,DrugoverdosedeathintheUShitrecordhighinfographic
4.f.ii. Opiates
4.f.ii.1. 255,207,954opioidprescriptions(2012)
4.f.ii.1.a. CDC,"U.S.OpioidPrescribingRateMaps"
4.f.ii.2. Heroin
4.f.ii.2.a. 170,000UsedHeroinfortheFirstTime
4.f.ii.2.b. LaneCountyDeaths
4.f.iii. Alcohol
4.f.iii.1. 2,200alcoholpoisoningdeathsintheUSeachyear
4.f.iii.2. 26.9%(200+million)USadultsages18andolderreportedthattheyengagedinbingedrinkinginthepast month
4.f.iii.2.a. 15.1millionUSadultsages18andolderhaveAlcoholUseDisorder
4.f.iii.2.b. 1outof8addicted
4.f.iii.3. 111millionSelf-reportedDrinkinganddrivingepisodes
4.f.iii.3.a. CDC.BehavioralRiskFactorSurveillanceSystem(BRFSS),1993–2014. Availableathttps://www.cdc.gov/brfss
4.f.iii.4. 3.3milliondeathsgloballywereattributabletoalcohol(2012)
4.f.iv. Sexaddiction
4.f.iv.1. Pornography
4.f.iv.2. Addictionhr'saweek
4.f.iv.3. Annualsales
4.f.iv.4. EnhancementdrugsPentagonSpending
4.f.iv.5. 4.f.iv.5.
4.f.iv.6. 12%totalwebsitesare pornographic(4.2MillionWebsites)
4.f.iv.7. 42,7%internetusersviewporn
4.f.iv.7.a. Sexual addiction symptoms, abuse stats, withdrawal effects.pdf4.f.iv.7.b. Growingnumberofpeopleaddictedtopornographyalarming–higher education.pdf
4.f.iv.7.c. PornographyFactsandStatistics_TheRecoveryVillage
4.f.iv.8. 6-8%adultAmericansor28-24million

g. Top10CausesofDeath(2017)
4.g.i.1. HeartDisease:635,260
4.g.i.2. Cancer:598,038
1.a.ii. MedicalError:250,000
4.g.i.3. Accidents(unintentionalinjuries):161,374
4.g.i.4. ChronicLowerRespiratoryDiseases:154,596
4.g.i.5. Stroke:142,142
4.g.i.6. Alzheimer'sDisease:116,103
4.g.i.7. Diabetes:80,058
4.g.i.8. InfluenzaandPneumonia:51,537 Section Break(Next Page)
4.g.i.9. Nephritis:50,046
4.g.i.10. Suicide:47,173
4.g.i.10.a. 030.pdf"Table30.Deathratesforsuicide,bysex,race,Hispanicorigin,andage:United States,selected years1950–2016"
4.g.i.10.a.i.*Childrenincreasewhileover40decrease(implicationofmeds?)
4.g.i.10.b. 20VeteransCommitSuicideperday
4.g.i.10.b.i.60,000+over 10years,oversamespannumberofsuicidesamongallAmericansrosebynearly10,000 individualsannually,anincreaseof30percent,6,100in2017
Section Break(Continuous)
4.g.i.10.c. 4.g.i.10.c. (militarytimes
4.g.i.10.d. 4.g.i.10.d. 300-400DoctorsCommitSuicideeachyear,morethandoublethatofgeneral population(npr.org)
4.g.i.10.e. Nurses–23%morelikelythanwomeningeneral,4xmorelikelytocommitsuicidethan peopleworkingoutsideofmedicine(nurse.org)
4.g.i.10.f. Farmers–2xmorelikelythangeneralpopulation,andcomp.toIndiadrinking pesticide200k+deaths
4.g.i.10.g. Students–2nd leadingcauseofdeathforstudentsissuicide
4.g.i.10.g.i.AsStudentSuicidesRise,AHarvardCaseOpensNew QuestionsAboutSchool'sResponsibility
4.g.i.10.h. ***Hospice*** (Key concern is Informed Consent and Freedom of Choice)4.g.i.10.h.i.**1.65 million people received hospice services** (2011) US, 25million worldwide4.g.i.10.h.ii.**44.6%off alldeathsinthe U.S.** occurredunderthecareofahospiceprogram(2011)
4.g.i.10.h.ii.1. https://www.hopkinsmedicine.org/healthlibrary/test_procedures/urology/hospice_care_statistics_85,p00608
4.g.i.10.h.iii. ComparedtoOregononly1,459DWDApatients(1998-2018)or610(2013-2017)4.g.i.10.h.iii.1. OregonDeathwithDignityAct 2018DataSummary Section Break(Continuous)

5. **Education**
a. 70%ofAmerican'sdon'thaveaCollegeDegree
b. 19%USHighSchooler'sdon'tGraduateontime

Column Break

1.a.iii. **LoveandBelonging** Section Break(Continuous)
(friendship,intimacy,family,senseofconnection)

1. **Family**
a. Timespentsurvey
a. Fourin10infantslackstrongparentalattachmentsPrincetonuniversity,2014,""""
1.b.i.V.#ofadults
b. Nomaternalorpaternalleavecomp.to Europeancountries…
1.c.i. Sleeplessness
1.c.ii. Ferbermethod
c. Divorce
d. Fatherlessness
1.e.i.Effectsoffatherlessness
2. **Suicide**(movedtotop10causes)
1.a.v. Section Break(Continuous)
Esteem
1.a.vii. (status,recognition,respect,strength,freedom)

2. **MentalHealth**
a. **43.8million**ExperienceMentalIllnessinagivenYear(1outof5adultsor20%)
b. GeneralizedAnxietyDisorder(GAD)
2.b.i. **6.8million**adults,or3.1%oftheU.S.population,yetonly43.2%arereceiving treatment.
2.b.ii. Womenaretwiceaslikelytobeaffectedasmen.GADoftenco-occurswithmajordepression.
c. PanicDisorder(PD)
2.c.i.**6million**adults,or**2.7%**oftheU.S.population.
d. SocialAnxietyDisorder
2.d.i.**15million**adults,or**6.8%**oftheU.S.population.
e. SpecificPhobias
2.e.i.**19million**adults,or**8.7%**oftheU.S.population.
f. Obsessive-CompulsiveDisorder(OCD)
2.f.i.**2.2million**adults,or**1.0%**oftheU.S.population.
g. PosttraumaticStressDisorder(PTSD)
2.g.i.**7.7million**adults,or**3.5%**oftheU.S.population.
h. MajorDepressiveDisorder
2.h.i.**16.1million**Americanadults,orabout**6.7%**oftheU.S.populationage18andolderinagivenyear.
i. Persistentdepressivedisorder,orPDD,
2.i.i.**3.3million**Americanadults

3. **Greed**
a. Luxurygoods
3.a.i. Militarygoods?Wheretoput
3.a.ii. *The20MostExpensiveThingsInTheWorld*comparedtocheapestthingsintheworld…(togiveperspective)
3.a.ii.1.
3.a.ii.2. TheseAretheMostExpensiveThingsintheWorld
3.a.iii. *Comparingthecostof livingbetween1975and2015_Youarebeingliedandfooledwhenitcomestoinflationdataandthecost ofliving.*
b. Luxurybeliefs

4. TopBillionaires/Companies("freedom")(2019,andForbes"theworldsbillionaires"(1987-current)graphshowinglessthan1trillionwealthin2000toover7trillionin2015)
a. TopCompanies
4.a.i. 2020Global500Report"brand-finance-global-500-2020-preview.pdf" Section Break(Continuous)
4.a.i.1. Amazon–220Billion
4.a.i.2. Google–160Billion
4.a.i.3. Apple–140Billion
4.a.i.4. Microsoft–117Billion
4.a.i.5. Samsung-94Billion
ICBC–80Billion
4.a.i.7. Facebook–79Billion
4.a.i.8. Walmart–77Billion
4.a.i.9. Pingan–69Billion
4.a.i.10. Huawei–65Billion
b. Numberofbillionaires
*4.b.i. Therearenow**2,101billionairesglobally** –upalmost40%fromfiveyearsago*
4.b.ii. **$200billion** –VladimirPutin'sestimatedNetworth(BillBrowder,aformerfundmanagerinRussiaand major critic ofPutin, estimated thepresident'snet worth at)
4.b.ii.1. Top25RichestPeopleintheWorld2020_WealthyGorilla
4.b.ii.1.a. Jeff Bezos Network: $117.5 Billion4.b.ii.1.b.Bernard Arnualt Net Worth: $112 Billion4.b.ii.1.c.Bill Gates Net Worth: $108.8 Billion4.b.ii.1.d.Warren Buffett Net Worth: $89.9 Billion4.b.ii.1.e.Amancio Ortego Net Worth: $77.9 Billion4.b.ii.1.f. MarkZuckerbergNetWorth:$77.7Billion
4.b.ii.2. Percentageofoverallwealthownedbytop10people
c. NumberofBillionaires
4.c.i. Atotalof**46.8MillionMillionairesworldwide**,andtheycollectivelyownapproximately$158.3trillion(**44%oftheTotal$360TrillionGlobalWealth**)
4.c.i.1. CreditSuisse2019Report
4.c.ii. *HowMuchIncomePutsyouintheTop1%,5%,10%?*(**amongAmerican's**2017)
4.c.ii.1. Top0.1%-$2,757,000
4.c.ii.2. Top1%-$718,766
4.c.ii.3. Top5%-$299,810
4.c.ii.4. Top10%-$118,400
4.c.ii.4.a. EconomicPolicyInstituteStudy
4.c.ii.5. AccordingtotheGlobalRichLista$32,400annualincomewillplace…among**theglobal 1%**ofearners
4.c.ii.5.a. AreyouintheTopOnePercentoftheWorld?
d. Billionaire's_net_worth_2000-2015(image)

e. **Self-Actualization**
f. (pursuingagoal,realizationoffullpotential,desiretobecomethemostonecanbe)

1. *AmericanTimeUseSurveyHomePage*
a. a2-2018
2. Professions
a. *MostAmerican'sWorkoneofthese10jobs*(2014)
b. 1.1milliondoctorsofmedicinealloverthe UnitedStates(2015
2.b.i.U.S.Physicians-Statistics&Facts_Statista
c. 1.35millionlawyersintheU.S(2019)
2.c.i.•U.S._numberoflawyers2019_Statista
d. 1.6millionengineersintheU.S.(2015)
e. 1.6millionconstructionlaborers(2018)
f. 3.1millionteachersandover49.5millionpublicschoolstudentsinover100,000Operationalpublicelementary/secondaryschoolsintheU.S.States
2.f.i.publicschoolstudentsandteachers-CommonCoreofData(CCD)-CCDQuickFacts
3. LeonardoDaVinci?

g. **Self-Transcendence**

h. (behavingandrelatingasendsratherthanmeans,responsibility)

i. Givingoneselftosomethingbeyondoneself–altruism,spirituality–thedesiretoreachtheinfinite."Theveryhighestand most inclusive levels of human consciousness, behaving and relating, as ends rather than means, to oneself, to significantothers,tohumanbeingsingeneral,tootherspecies,tonature,andtothecosmos"(*FartherReachesofHuman Nature,*

k. Collective"umbrella"/All-inclusivemovement–Affirminglife Section Break(Next Page)

l. "politicshasalwayshadthenotionithas tobemeor you"BFuller

m. Individuals
1. AlbertEinstein
2. EleanorRoosevelt
3. Gandhi
4. MartinLutherKing
5. BuckminsterFuller
6. VPPressKitJacqueFresco
7. 3environmentalactivistsmurderedperweek(2018)
a. 164EnvironmentalActivistsWereKilledLastYear_Watchdog_Time
7.a.i.Previousyear207
b. DisturbingReportShowsHowManyEnvironmentalActivistsAreKilledEachWeek
7.b.i.2019Globalwitnessreport

n.

1. *Listofreligiouspopulations-* SizeofMajorReligiousGroups,2015ReligionPercent(/7.349BillionTotal)
a. Christianity 31.2%-**2.3Billion**
b. Islam 24.1%-1.77Billion
c. Unaffiliated 16%-1.17Billion
d. Hinduism 15.1%-1.11Billion
e. Buddhism 6.9%-507million
f. FolkReligion5.7%-419million
g. Other(includesJudaism,Bahá'í,Sikhism,andJainism)1.0%-73.5million
2. TheologyfortheSocialGospel:(movementsundertranscendence?)

Section Break(Continuous)

a. Economicinequality
b. Poverty
c. Alcoholism
d. Crime
e. Racialtensions
f. Column Break
Slums
g. Uncleanenvironment

h. Childlabour

i. Inadequatelaborunions

k. Thedangerofwar

3.

ListofSocialMovements:

Section Break(Continuous)

1. 9/11Truthmovement
2. AdverseChildhoodExperiencesmovement
3. Animalrightsmovement
4. Anti-ApartheidMovement
5. Anti-bullyingmovement
6. Anti-capitalism
7. Anti-consumerism
8. Anti-corporateactivism
9. Anti-fascism
10. Anti-jockmovement
11. Anti-nuclearmovement
12. Anti-psychiatrymovement
13. Anti-warmovement
14. Anti-globalizationmovement
15. Anti-vaccinationmovement
16. Black ConsciousnessMovement
17. BlackLivesMatter
18. BlackPowermovement
19. Boycott,Divestmentand Sanctions
20. Brightsmovement
21. CharismaticMovement
22. ChicanoMovement
23. **Children's rightsmovement**
24. **Civilrightsmovement**
25. Global Civil citizensmovement
50. Globaljusticemovement
51. HealthatEverySize
52. Hippiemovement
53. **Human Potentialmovement**
54. Humanrightsmovement
55. IndiaAgainstCorruption
56. Indigenous peoplesmovement
57. Indigenousmovementsintheamericas
58. 2017 pro-jallikattuprotests
59. KuKluxKlan
60. Labormovement
61. LandlessPeoplesMovement (SouthAfrica)
62. Landless Workers'Movement(MST), thelandlessworkers'movementinBrasil
63. Lawyers' Movement inPakistan
64. Lebensreform
65. LGBTQsocialmovements(lesbian,gay,bisexual,and transgendersocialmovements)
66. MadPride
67. Men'srightsmovement
68. MeToomovement
69. MADD(MothersAgainstDrunk Driving)
70. Namantar Andolan(ChangeMovementamongDalitsinIndia)
71. Narmada BachaoAndolan
72. Non-cooperationmovement
73. Nonviolencemovement
74. Neurodiversity movementadvocatingforthe right of people who areconsiderdneurallydivergent
75. Occupymovement
76. OccupyWallStreet
77. Organicmovement
78. PopularAssemblyofthePeoples ofOaxaca
79. Pro-choicemovement
80. Pro-lifemovement
81. Psychiatric survivorsmovement
82. Rastafari
83. Reformmovementsintheunited States
84. Reproductivejustice
85. Righttolife
86. ----------
87. SaltMarch(Otherwise Known as the Salt Satyagrahamovement)
88. Self-Reliant Group (SRG)movement
89. Skepticalmovement
90. Sex-positivemovement
91. Sex Workers' RightsMovement
92. SlowFoodmovement
93. Slowmovement
94. Situationistinternational
95. Socialdemocracy
96. SouthAfrican Unemployed Peoples'Movement
97. Studentmovement
98. TeaPartymovement
99. Temperancemovement
100. TheZeitgeistMovement
101. TimetoChange
102. Time'sUp(movement)
103. Treatment ActionCampaign
104. UmbrellaMovement
105. Veganism
106. ViaCampesina
107. Voluntary HumanExtinctionMovement
108. WhiteWednesdays
109. Western Cape Anti-EvictionCampaignSouthAfricanmovementstrugglingagainst evictions
110. Wikimediamovement
111. WomenAgainstWar
112. Women's liberationmovement
113. Women's suffragemovement
114. WorldCleanupDay

Column Break

Section Break(Continuous)

disobediencemovement

26. ----------

5.

Intranscendence

- Religiousdemographics,militarypersonnel?Iself-actualization
- Topbillionaires,topcompanies
  - Facebook,Cambridgeanalytics,CROWDCONTROL
    - AndotherbehaviorrecordingappssuchasWhatsApp

Current,pastandprojectedPopulationGraphs

a. Species(taxonomyhierarchygraph)

1.a.i. Mammals

1.a.ii. Fish

1.a.iii. Insects

1.a.iv. Floraandfauna

b. Humans

1.b.i. Worldwide

1.b.ii. UnitedStates,

1.b.iii. Oregon,

1.b.iv. LaneCounty,Eugene,Ashland

Section Break(Next Page)

6.

7.

WPS Office WPS Office WPS Office WPS Office

(operant conditioning kiwix) In operant conditioning, stimuli present when a behavior is rewarded or punished come to control the behavior. In contrast, classical conditioning involves involuntary behavior based on the pairing of stimuli with biologically significant events. The study of animal learning in the 20th century was dominated by the analysis of these two sorts of learning, and they are still at the core of behavioral analysis

1. Classical Conditioning (CC)
   1. Rules of CC
      1. Unconditioned Stimulus (US)– naturally biologically potent
      2. Unconditioned Response (UR)– unlearned / naturally present reflex response
      3. Conditioned Stimulus (CS) – A Neutral stimulus paired with Unconditioned Stimulus / naturally biologically potent stimulus
      4. Conditioned Response (CR) – any new response to the previously neutral CS that can be clearly linked to experience with the conditional relationship of CS and US
   2. 1927 - CONDITIONED REFLEXES (AKA) Pavlov's Dogs
      1. p408 - The passive defence reflex stands in a definite connection with the hypnotic state. As I suggested previously (p. 312) the old form of hypnosis in animals may be regarded with reason as a reaction of passive self-preservation, occurring when the animal meets with some **very powerful or extraordinary external stimulus**, and consisting in a more or less profound immobilization of the animal by means of inhibition
      2. p410 - I would like to turn briefly to the experiments described at the end of the preceding lecture. If on repeating them in different variations the preliminary results should find full confirmation, these results will throw some light upon one of the darkest points of our subjective self namely, upon the relations between the conscious and the unconscious. The experiments if confirmed will have demonstrated that such an important cortical function as synthesis ("association") may take place even in those cortical aréas which are in a state of inhibition on account of the existence at that moment of a predominant focus of strong excitation. Though the actual synthesizing ("associating") activity may not enter our field of conscious-ness the synthesis ("association")may nevertheless take place, and under favourable conditions it may enter the field of consciousness as a link already formed, seeming to originate spontaneously.
   3. "Pavlovian induced priors"
2. Operant Conditioning (OC)
   1. Rules of OC
      1. Positive- add stimulus following behavior
         1. Reward – stimulus is appetitive / desirable
         2. Punishment – stimulus is noxious / undesirable
      2. Negative – remove stimulus following behavior
         1. Reward – stimulus is noxious / undesirable
         2. Punishment – stimulus is appetitive / desirable
   2. 1930 - OC Chamber
      1. An operant conditioning chamber (also known as a Skinner Box) is a laboratory apparatus used in the experimental analysis of animal behavior. It was invented by Skinner while he was a graduate student at Harvard University. As used by Skinner, the box had a lever (for rats), or a disk in one wall (for pigeons). A press on this "manipulandum" could deliver food to the animal through an opening in the wall, and responses reinforced in this way increased in frequency. By controlling this reinforcement together with discriminative stimuli such as lights and tones, or punishments such as electric shocks, experimenters have used the operant box to study a wide variety of topics, including schedules of reinforcement, discriminative control, delayed response ("memory"), punishment, and so on
   3. 1938 - REINFORCEMENT THEORY – Behavior of Organisms
      1. p435 - objection may be levelled against Lewin's concepts of **vectors and valences** (58). Such a system applies readily to behavior which can be conceived of as orientation or move- ment in a field of force and where the stimulus can be said to generate such a field, d, but it is not an expedient system for handling other kinds of behavior in response to other kinds of stimuli. Field behavior of this sort may also presumably be treated in terms of stimulus and response as here defined, and greater generality may therefore be claimed for the reflex. Another **advantage of the reflex** over the vector or valence is that behavior is defined with a sharper reference to the topography of the organism.
   4. 1948 - "Superstition of the Pigeon"
3. Motivation
   1. Rules of Motivation
      1. Extrinsic Motivation – Engaging in Behavior for an External reward
         1. 1943 - Theory of Human Motivation Summary/ Hierarchy of Needs
            1. 'There are at least five sets of goals, which we may call basic needs. These are briefly physiological, safety, love, esteem, and self-actualization. In addition, we are motivated by the desire to achieve or maintain the various conditions upon which these basic satisfactions rest and by certain more intellectual desires."
            2. "These basic goals are related to each other, being arranged in a hierarchy of prepotency. This means that the most prepotent goal will monopolize consciousness and will tend of itself to organize the recruitment of the various capacities of the organism. The less prepotent needs are minimized, even forgotten or denied. But when a need is fairly well satisfied, the next prepotent ('higher') need emerges, in turn to dominate the conscious life and to serve as the center of organization of behavior, since gratified needs are not active motivators. Thus man is a perpetually wanting animal. Ordinarily the satisfaction of these wants is not altogether mutually exclusive, but only tends to be. The average member of our society is most often partially satisfied and partially unsatisfied in all of his wants. The hierarchy principle is usually empirically observed in terms of increasing percentages of non-satisfaction as we go up the hierarchy. Reversals of the average order of the hierarchy are sometimes observed. Also it has been observed that an individual may permanently lose the higher wants in the hierarchy under special conditions. There are not only ordinarily multiple motivations for usual behavior, but in addition many determinants other than motives.
            3. "Any thwarting or possibility of thwarting of these basic human goals, or danger to the defenses which protect them, or to the conditions upon which they rest, is considered to be a psychological threat. With a few exceptions, all psychopathology may be partially traced to such threats. A basically thwarted man may actually be defined as a 'sick' man, if we wish.
            4. "It is such basic threats which bring about the general emergency reactions"
            5. cross-cultural examination of
      2. Intrinsic – Engaging in Behavior in the absence of an external reward
         1. rats will incur pain, and hungry monkeys will pass up food, to get the opportunity to explore a new area of their enclosure
            1. berlyne1950 - "Novelty and Curiosity as Determinants of Exploratory Behavior
               1. Preliminary observations showed that if animals were placed in the maze without prior habituation, they showed considerable anxiety. This was first indicated by great cautiousness of movement and excessive urination and defamation. Later there was a pt period of feverish exploration, during which animals ignored food even though they had not eaten for 24-36 hours. These observations suggest that 'curiosity' is perhap more closely related to anxiety than is ordinarily supposed (@!
            2. harlow1950 - Learning and Satiation of Response in intrinsically motivated complex puzzle performance
               1. (1) Two rhesus monkeys were given 60 two-hour sessions over a twelve-day period for solution of a six-device mechanical puzzle in the absence of externally provided rewards (The monkeys had access at all times through a runway, to a larger outside living cage). Behavior was observed during the first five minutes of each session, and records were made also of manipulations accomplished by the end of each two-hour session. (2) On the thirteenth day, each subject was presented with the puzzle 100 times at six-minute intervals. (3.) The ratio of incorrect to correct responses dropped progressively and significantly during the course of the learning period. Number of correct responses and number of correct responses in the first five minutes of the session increased for both subjects. (4,) Number of devices manipulated on the satiation day decreased during the course of the day, although number of attacks did not change significantly. (5.) A manipulation drive interpretation is offered to account for the finding.
         2. deci1971 – Effects of externally mediated rewards n intrinsic motivation
            1. "The results indicate that (a) when money was used as an external reward, intrinsic motivation tended to decrease, whereas (b) when verbal reinforcement and positive feedback were used, intrinsic motivation tended to increase. "
            2. money may work to "buy off" one's intrinsic motivation for an activity. And this decreased motivation appears (from the results of the field experiment) to be more than just a temporary phenomenon.
            3. Self-determination theory (Deci and Ryan)
               1. 3 essential elements:
                  1. Humans are inherently proactive with their potential and mastering their inner forces (such as drives and emotions)
                  2. Humans have an inherent tendency toward growth development and integrated functioning
                  3. Optimal development and actions are inherent in humans but they don't happen automatically
   3. Addiction
      1. alexander1981 – **Rat Park** - "Effect of Early and Later Colony Housing on Oral Ingestion of Morphine in Rats
         1. Male and female rats were raised from weaning either in isolation or in a large colony. At 65 days of age, half the rats in each environment were moved to the other. At 80 days, the animals were given continuous access to water and to a sequence of 7 solutions: 3 sweet or bitter-sweet control solutions and 4 different concentrations of morphine hydrochloride (MHCI) in 10% sucrose solution. Rats housed in the colony at the time of testing drank less MHC1 solution than isolated rats, but no less of the control solutions. Colony-dwelling rats previously housed in isolation tended to drink more MHCI solution than those housed in the colony since weaning, but this effect reached statistical significance only at the lowest concentration of MHCl. These data were related to the hypothesis that colony rats avoid morphine because it interferes with complex species-specific behavior.
         2. the caged group continued to partake in the morphine; the rat-park group, even when already addicted, however, did not choose the morphine solution regularly and in fact decreased their morphine use, despite withdrawal
         3. rats have a sweet tooth and are rarely, if ever known to turn down dessert… Because plain morphine is bitter, and rats hate bitterness, the researchers gave both sets of rats morphine-laced water sprinkled with sucrose. They consistently showed preference for the straight H2O and when the two groups were compared, the caged isolated rats drank up to sixteen times more than the park residents… When the researchers added Naloxone… the rat-park rats reversed their aversion to the narcotic water and drank it… this rather stunning finding shows…how rats, when in a "friendly" place, will actually avoid anything, heroin included, that interrupts their normal social behaviors.
      2. 2017 – **The Poison That Ruined the Nation**
         1. Theory of Recovery through Retraditionalization and Identity Expansion grounded in data
            1. Retraditionalization as a means to sobriety has been well documented (Arbogast, 1995). Healing initiatives based on aspects of retraditionalization hold the greatest promise (Legha & Novins, 2012; Nebelkopf & Phillips, 2004; Peters et al., 2014). Numerous internationally renowned addictions programs have achieved notoriety with this premise (Garrett & Carroll, 2002; McCormick, 2000; Schinke et al., 1988). This study examined the narratives of Native men who have achieved sobriety for their perspectives on how and why connecting with Elders and traditional culture helped them. Consistent with other research (Gordon, 1994; Kinney & Copans, 1989; Thomason, 2000; Thurber & Thomason, 1998), participants reported ineffective and negative experiences with Western treatments and AA because of cultural differences and insensitivity. Many leading researchers and practitioners have recommended that the Native American client's level of acculturation or identification with traditional tribal values be assessed

to determine the goodness of fit for Nativized or syncretic approaches. This small qualitative study suggests something very different in that it was the retraditionalization process itself and exposure to traditional tribal values and healing modalities that were key elements of change. The incorporation of a new aspect of identity as a "traditional" person was key to helping these men achieve sobriety.

2. Stages of Recovery Through Retraditionalization:
   1. Crisis
   2. Healing
   3. Modeling
   4. Meaning
   5. Social Action
   6. Identity Expansion

4. Conformity / De-individuation / Moral Disengagement / Family Envelope...
   1. asch-1955 – Opinions and Social Pressure
      1. 63.2% of participants responses remained correct
      2. 36.8% of participants conformed to the actors' (incorrect) answer
      3. 5% of participants were always swayed by the crowd
      4. 25% of the participants consistently defied majority opinion
      5. 75% of participants gave at least one incorrect answer out of the 12 critical trials
      6. with no pressure to conform, the error rate on the critical stimuli was less than 1%
   2. Obedience to Authority
      1. milgram1963 – **"Behavioral Study of Obedience"**
         1. 65% of experiment participants administered the experiment's final massive 450-volt shock
      2. **Trust (socio)(also a useful heuristic(psycho))**
         1. Another explanation[23] of Milgram's results invokes belief perseverance as the underlying cause. What "people cannot be counted on is to **realize that a seemingly benevolent authority is in fact malevolent**, even when they are faced with overwhelming evidence which suggests that this authority is indeed malevolent. Hence, the underlying cause for the subjects' striking conduct could well be conceptual, and not **the alleged 'capacity of man to abandon his humanity ... as he merges his unique personality into larger institutional structures."**
         2. Ordinary people, simply doing their jobs, and without any particular hostility on their part, can become agents in a terrible destructive process. Moreover, even when the destructive effects of their work become patently clear, and they are asked to carry out actions incompatible with fundamental standards of morality, relatively few people have the resources needed to resist authority
   3. Attachment Model
      1. Harlow's monkeys
      2. Bowlby and the strange protocol
   4. Dyadic Model Of Trust
3. Learned Helplessness
   1. seligman1972 - Behavioral manifestations.-When an experimentally naive dog receives escape-avoidance training in a shuttle box, the following behavior typically occurs: at the onset of the first painful electric shock, the dog runs frantically about, defecating, urinating, and howling, until it accidentally scrambles over the barrier and so escapes the shock. On the next trial, the dog, running and howling, crosses the barrier more quickly than on the preceding trail. This pattern continues until the dog learns to avoid shock altogether. We have found a striking difference between this pattern of behavior and that exhibited by dogs first given uncontrollable electric shocks in a Pavlovian hammock (1, 2). Such a dog's first reactions to shock in the shuttle box are much the same as those of a naive dog. However, in dramatic contrast to a naive dog, a typical dog which has experienced uncontrollable shocks before avoidance training soon stops running and howling and sits or lies, quietly whining, until shock terminates. The dog does not cross the barrier and escape from shock. Rather, it seems to give up and passively accepts the shock. On succeeding trials, the dog continues to fail to make escape movements and takes as much shock as the experimenter chooses to give.
4. Bystander Effect
   1. 1968
      1. The bystander effect, or bystander apathy, is a social psychological phenomenon in which individuals are less likely to offer help to a victim when other people are present. The greater the number of bystanders, the less likely it is that any one of them will help. Several factors contribute to the bystander effect, including ambiguity, cohesiveness, and diffusion of responsibility that reinforces mutual denial of a situation's severity
      2. An emergency situation is staged and researchers measure how long it takes the participants to intervene, if they intervene. These experiments have found that the presence of others inhibits helping, often by a large margin. For example, Bibb Latané and Judith Rodin (1969) staged an experiment around a woman in distress.
      3. 70 percent of the people alone called out or went to help the woman after they believed she had fallen and was hurt, but when there were other people in the room only 40 percent offered help
      4. Bystander Cognitive Process:
         1. Notice that something is going on - You, the potential helper, must notice an event is occurring
         2. Interpret the situation as being an emergency - You must interpret the event as one in which help is needed
         3. Degree of responsibility felt - You must assume personal responsibility
         4. Form of assistance - You must decide what action to take
         5. Implement the action choice - You must then take action
5. The Lucifer Effect
   1. 1971 – Stanford Prison Experiment
      1. Deindividuation and projection, "lucifer effect"
5. Working Memory
   1. Working Memory Model (Baddeley's)
      1. Central Executive
         1. Episodic Buffer – Short-term episodic memory
            1. Long-term Episodic memory
         2. Visual-Spatial Sketchpad
            1. Long-term Visual Semantics Memory
         3. Phonological Loop
            1. Long-term Language Memory
   2. 1956 - **Our Capacity for Processing Information**
      1. The number of objects an average human can hold in working memory is 7 ± 2
      2. "You Now Have a Shorter Attention Span Than a Goldfish"
         1. Researchers in Canada surveyed 2,000 participants and studied the brain activity of 112 others using electroencephalograms (EEGs). Microsoft found that since the year 2000 (or about when the mobile revolution began) the average attention span dropped from 12 seconds to eight seconds.
         2. 77% of people aged 18 to 24 responded "yes" when asked, "When nothing is occupying my attention, the first thing I do is reach for my phone," compared with only 10% of those over the age of 65.

6. Heuristics
   1. Heuristics are simple, efficient rules, learned or hard-coded by evolutionary processes, that have been proposed to explain how people make decisions, come to judgments, and solve problems typically when facing complex problems or incomplete information
   2. Where finding an optimal solution is impossible or impractical, heuristic methods can be used to speed up the process of finding a satisfactory solution. Heuristics can be mental shortcuts that ease the cognitive load of making a decision Examples that employ heuristics include using a **rule of thumb**, an educated guess, an intuitive judgment, a guesstimate, stereotyping, profiling, or common sense.
   3. tversky1982 – Judgment Under Uncertainty
      1. This article described three heuristics that are employed in making judgments under uncertainty: (i) representativeness, which is usually employed when people are asked to judge the probability that an object or event A belongs to class or process B; (ii) availability of instances or scenarios, which is often employed when people are asked to assess the frequency of a class or the plausibility of a particular development; and (iii) adjustment from an anchor, which is usually employed in numerical prediction when a relevant value is available.
      2. These heuristics are highly economical and usually effective, but they lead to systematic and predictable errors
   4. Stereotypes & Bias,
      1. 1968 – How Discrimination Feels, Jane Elliott Brown Eyes and Blue Eyes - "blue-eyes-brown..."
         1. At first, there was resistance among the students in the minority group to the idea that blue-eyed children were better than brown-eyed children. To counter this, Elliott lied to the children by stating that melanin was linked to their higher intelligence and learning ability. Shortly thereafter, this initial resistance fell away. Those who were deemed "superior" became arrogant, bossy, and otherwise unpleasant to their "inferior" classmates. Their grades on simple tests were better, and they completed mathematical and reading tasks that had seemed outside their ability before. The "inferior" classmates also transformed – into timid and subservient children who scored more poorly on tests, and even during recess isolated themselves, including those who had previously been dominant in the class. These children's academic performance suffered, even with tasks that had been simple before.
         2. To tie the two lessons together, she used the **Sioux prayer "Oh great spirit, keep me from ever judging a man until I have walked in his moccasins**
         3. The outcomes of a 1990 research study by the Utah State University were that virtually all the subjects reported that the experience was meaningful for them. However, the statistical evidence supporting the effectiveness of the activity for prejudice reduction was moderate; and virtually all the participants, as well as the simulation facilitator, reported stress from the simulation.
      2. rosenhan1973 – Being Sane in Insane Places
         1. It is clear that we cannot distinguish the sane from the insane in psychiatric hospitals. The hospital itself imposes a special environment in which the meanings of behavior can easily be misunderstood. The consequences to patients hospitalized in such an environment the powerlessness, depersonalization, segregation, mortification, and selflabeling-seem undoubtedly countertherapeutic.
      3. Confirmation Bias, Self-Fulfilling Prophecy
      4. Stereotype Threat, Golem Effect
   4. Misinformation Effect
      1. loftus1989 – "Misinformation and Memory: The Creation of New Memories"
         1. Misleading information presented after an event can lead people to erroneous reports of that misinformation. Different process histories can be responsible for the same erroneous report in different people. We argue that the relative proportion of times that the different process histories are responsible for erroneous reporting will depend on the conditions of acquisition, retention, and retrieval of information. Given the conditions typical of most misinformation experiments, it appears that misinformation acceptance plays a major role, memory impairment plays some role, and pure guessing plays little or no role.
      2. Loftus1997 - "Manufacturing False Memories Using Bits of Reality"
         1. p206 - The false event was constructed from information provided by the relative who gave us details about a plausible shopping trip. The relative was asked to provide the following kinds of information: (a) where the family would have shopped when the subject was about 5 years old; (b) which members of the family usually went along

on shopping trips; (c) what kinds of stores might have attracted the subject's interest; (d) verification that the subject had not been lost in a mall around the age of 5.
2. p206-207 – 25% [of subjects] remembered the [false] event... results show that people can be led to believe that entire events happened to them after explicit suggestions to that effect.
3. 2018 - Vosoughi2018 and jasny2018 (lies spread faster) move to misinformation

5. 1996 – Information Theory & The User Illusion
   1. "Information theory – Physiology_britannica"
      1. the human body sends 11 million bits per second to the brain for processing, yet the conscious mind seems to be able to process only 50 bits per second.
      2. sensory system / bits per second
         1. eyes / 10,000,000
         2. skin / 1,000,000
         3. ears / 100,000
         4. smell / 100,000
         5. taste / 1,000
6. <u>The Neuroscience of Freewill</u>
   1. 1985
   2. 2008 – The Timing of the Conscious Intention to Move
      1. The researchers hypothesized that, if our conscious intentions are what causes movement genesis (i.e. the start of an action), then naturally, our conscious intentions should always occur before any movement has begun. Otherwise, if we ever become aware of a movement only after it has already been started, our awareness could not have been the cause of that particular movement. Simply put, conscious intention must precede action if it is its cause.
      2. The researchers found that the time of the conscious intention to move T normally occurred too late to be the cause of movement genesis. See the example of a subject's graph below on the right. Although it is not shown on the graph, the subject's readiness potentials (ERP) tells us that his actions start at −2.8 seconds, and yet this is substantially earlier than his conscious intention to move, time "I" (−1.8 seconds). Matsuhashi and Hallet concluded that the feeling of the conscious intention to move does not cause movement genesis; both the feeling of intention and the movement itself are the result of unconscious processing.

<u>Cognitive Dissonance</u> - the mental discomfort (psychological stress) experienced by a person who simultaneously holds two or more contradictory beliefs, ideas, or values. This discomfort is triggered by a situation in which a belief of a person clashes with new evidence perceived by that person.

1. 4 Paradigms
   1. Belief Dis-confirmation
      1. 1956 – When Prophecy fails
   2. Induced Compliance
      1. aronson1963"Effect of the Severity of Threat on Devaluation of Forbidden Behavior"
   3. Free Choice
      1. brehn1956 – Post-decision changes in desirability of alternatives
   4. Effort Justification
      1. 1959 – <u>Cognitive Consequences of Forced Compliance</u>
         1. aronson1959 – The Effect of Severity of Initiation on Liking for a Group,
            1. College women who volunteered to participate in discussion groups were randomly assigned to one of three experimental conditions: A Severe initiation condition, a Mild initiation condition, and a Control condition. In the Severe condition, subjects were required to read some embarrassing material before joining the group; in the Mild condition the material they read in order to join the group was not very embarrassing; in the Control condition, subjects were not required to read any material before becoming group members. Each subject listened to a recording that appeared to be an ongoing discussion being conducted by the group which she had just joined. Afterwards, subjects filled out a questionnaire evaluating the discussion and the participants. The results clearly verified the hypothesis. Subjects who underwent a severe initiation perceived the group as being significantly more attractive than did those who underwent a mild initiation or no initiation. There was no appreciable difference between ratings by subjects who underwent a Mild initiation and those by subjects who underwent no initiation.
         2. 2010 – The Neural basis of rationalization - "nsq054.pdf"
            1. These findings suggest the characteristic **rationalization processes** that are associated with decision-making may be engaged very **quickly at the moment of the decision, <u>without extended deliberation</u>** and may involve reappraisal-like emotion regulation processes.
            2. "neural activities of rationalization occur in seconds, <u>without conscious deliberation</u> on the part of the person; and that the brain engages in emotional responses whilst effecting decisions.[70]"
               kiwix*(cognitive dissonance)
            3. Conscious deliberation is not about rationalizing, rationing away/compartmentalizing, making excuses to justify the suffering, it is an active approach to ending it through direct response.

2. **The Myth of Human Nature**
   1. 1987 - "Myth of human nature discourages action for peace"
      1. 40% of the students answered "very much" or "somewhat" to the question "Do you believe that war is intrinsic to human nature?" The proportion was higher in the students from the prestigious liberal arts college (44%). which is the same proportion as was obtained in a pilot study at the same college one year previously (Table V). It is similar to the proportion found by Wahlstrom in her 1984 study in Finland (52%). Similar proportions answered that there is a war instinct (40%) and that wars are inevitable because human beings are naturally aggressive (33%).

5

      2. Belief, to some extent, appears to affect activity: of the active students 14 of 49 (29%) said that before they began to engage in activity, they had been discouraged by a pessimistic view that humans are intrinsically violent and therefore wars are inevitable. Since this represents the view of active students only, it probably underestimates the effect in the larger population of students with its high proportion of inactive students. on the other hand, activity may cause a change in belief: this is indicated by the fact that 22 of 48 active students (46%) said that their activity for peace had made them more optimistic about human nature.
      3. *Its importance is underscored by evidence that many young people erroneously believe the myth that war is intrinsic to human nature and that these young people are less likely to take part in action for peace.*
   3. **Terror Management Theory**
      1. 1973/2015 – "The Original Dissonance"
      2. Terror management theory (TMT) is a social psychology theory originally proposed by Jeff Greenberg, Sheldon Solomon, and Tom Pyszczynski. It proposes that **a basic psychological conflict results from *having a self-preservation instinct whilst realizing that death is inevitable*** and to some extent unpredictable. This conflict produces terror, and the terror is then **managed by embracing cultural values, or symbolic systems that act to provide life with enduring meaning and value**

Continue Utilizing "9.10,11 – CC Exp,An,Conc, inc. COMP.docx" to fill in gaps

1350 CC

(immediate conclusion in regards to the robot novels particularly: "robots and empire"): resolving the idea that "humanity" and what's considered "harm to humanity" is an abstraction, present conditions recognize the basic needs of a majority of humans are not met. This is not an abstraction, this is direct behavioral observation grounded in data. Supposing that we are too inefficiently organized or incapable of remediating the situation is a scape-goat, deficient-image of inferiority

maciejewski2007 – an empirical study of the stage form of grief

deindividuation
individuation and the family envelope

WPS Office

Americans with Disability Act

Red Cross Human Rights initiative

natural and man-made disaster preparedness

safeguards for homeless

a mile in a minute autobiography

narratives cultivating empathy

Cities for the blind and disabled

no-pollution city center boundary establishment and expansion

air pollution/fossil fuel elimination

inner city transportation re-design/simplification

long-term planning goals and immediate steps to success

micro grid backup power and communications security

City futurism

THINK TANK

all voices encouraged

Embrace for Impact

Am... with Dis...ility Act

...Human Righ... initiative

a mile in a minute autobiography
narratives cultivating empathy

Cities for the blind and disabled

no-pollution city center boundary establishment and expansion
air pollution/fossil fuel elimination
inner city transportation re-design/simplification
long-term planning goals and immediate steps to success

micro grid backup power and communications security

City futurism

THINK TANK

all voices encouraged

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calling all

musicians, artists, scientists, innovative thinkers, grassroot environmental and human rights nonprofits

brainstorming, adaptable OPEN-SOURCE templates for multi purpose/format distribution

multimedia magazine distribution, in paper, jpg, gif formats simplified and streamlined for smart phone communications and paper back/newspaper copies.

join the

(Cc) collective

video and photo reporting and broadcasting

local events and ideas collective

YouTube and Reddit online forum Communities Meet

YouTube real world Live action news reporting reddit

NO MORE

FAKE

NEWS

local news coverage, academic and institutional collaborations

local and innovative idea production and broadcasting, art and science

HELP OPEN-SOURCE/ DECENTRALIZE BIG MEDIA

your feedback is essential!

promulgation of rules/operating-instructions/laws and theories
universal needs and language
full informed and voluntary explicit consent
opt in and opt out forms
environmental footprint stoichiometry

MINUTEMEN
forums and quorums

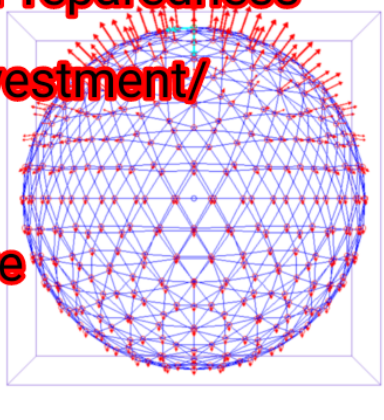
- Addressing modern slavery and other Human Rights violations

- Natural and Man-made disaster Preparedness

- Long term environmental investment/ re-framing

Public Health Initiative

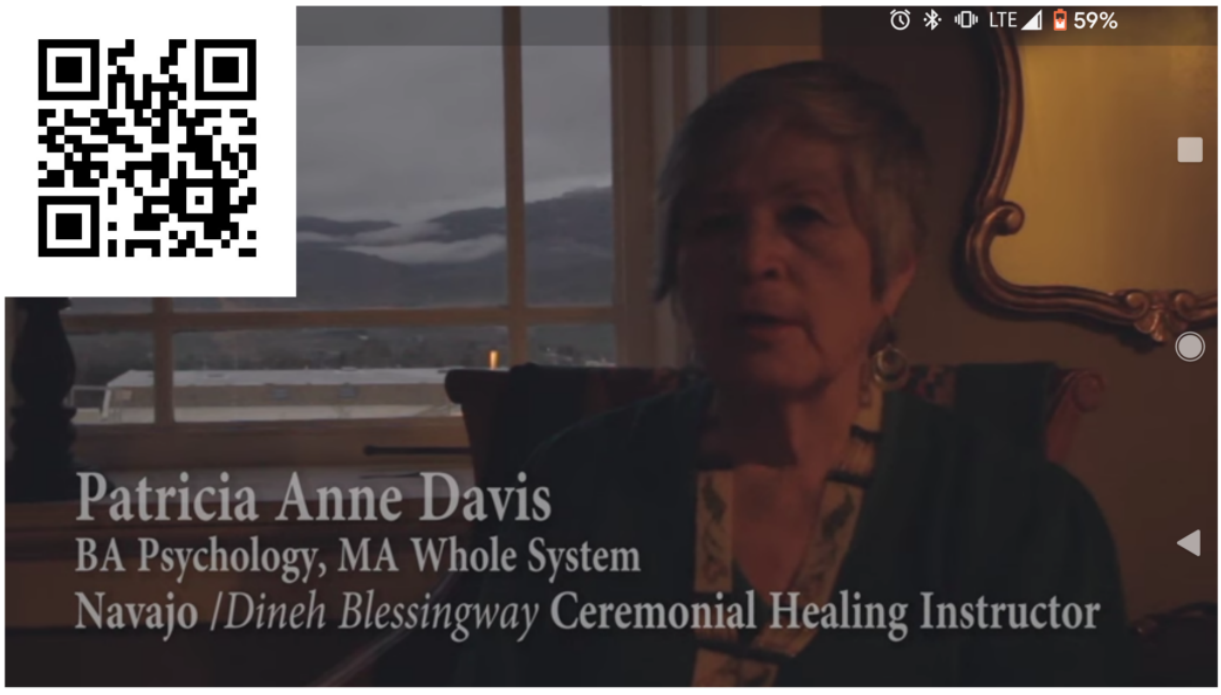
it goes up



examining the unexamined assumptions"

"Examine the unexamined assumptions
Make the unconscious conscious" - Lithia Park
Patrica Anne Davis
Eco summit https://youtu.be/hcx4CEFbJ4s
Lithia Park Extra https://youtu.be/1yx_ZgwF29U

P.A. Davis Ceremonial Change Process, Language, Betrayal Story and Criminal Mind 52min (2017).docx
download
https://archive.org/details/green-city



from win-lose to win-win
eliminating enemy imagery
and dehumanization

Empathy Culture

2. *https://organictransit.com/* 'Organic Transit'
3. https://www.researchgate.net/publication/51162927_Are_cars_the_new_tobacco 'Are Cars the New Tobacco',Journal of Public Health 33(2):160-9 · June 2011
4. https://www.rita.dot.gov/bts/sites/rita.dot.gov.bts/files/PTFF_Complete.pdf, 'Passenger Travel Facts and Figures 2015, Department of Transportation, Bureau of Transportation Statistics'
5. http://scarc.library.oregonstate.edu/oh150/bella/biography.html Bella, David, OSU Engineering Faculty, Biography
6. https://scholar.google.com/citations?user=2YsDGlEAAAAJ&hl=en, Bella, David, Google Scholar Statistics
7. https://www.wildsalmoncenter.org/work/why-protect-salmon/ - Why Protect Salmon? Tedx Video
8. The Art of Building Cities (1889) written by Camillo Sitte
9. http://www.sciencemag.org/news/2011/01/military-industrial-complex-fifty-science-societys-slave-or-master
10. https://iaspub.epa.gov/tmdl_waters10/attains_watershed.control?p_huc=17090003&p_cycle=&p_report_type=T
11.

YouTube link

On Sunday September 20, 2015. Citizens and Organizations from all around the city of Corvallis, Oregon came together to Celebrate Human-Powered Transportation. Tables, booths and gadgets lined the riverfront, sparking conversations on Bicycles and Sustainable Design, there was even a pedal powered blender offering smoothies!

The Skies were blue with few clouds on the horizon, It was noon and PedalPalooza had officially begun. I stood on the Downtown Corvallis 1st Street Riverfront while pedicabs and ice cream whizzed past, my attention was focused on an 'Organic Transit' Solar and Pedal hybrid Single Transporter sitting on display, 'the most efficient vehicle on the planet', 'gets the equivalent of 1800 Miles Per Gallon.'

At one of the tables that lined the street sat David Bella, he greeted me with a smile as I tried to understand the theme of his booth - *'Are Cars the New Tobacco?'*, An article he directed me towards, published in the June 2012 Journal of Public Health, reading, 'Private cars cause significant health harm. The impacts include physical inactivity, obesity, death and injury from crashes, cardio-respiratory disease from air pollution, noise, community severance and climate change. The car lobby resists measures that would restrict car use, using tactics similar to the tobacco industry.' 'Car dependence is a potent example of an issue that ecological public health should address. The public health community should advocate strongly for effective policies that reduce car use and increase active travel.' I thought the article made sense, but knew that cars play a much more crucial part in our daily lives than tobacco ever did, so how should we go about addressing this very serious collective health concern?

Are cars the new tobacco?

'The ALIVE Proposal', sat in the middle of David's table 'Toward a More Walkable and Less Car-Dependent Future', signed by a Corvallis Engineer, Anthropologist, Economist and the former Mayor of Corvallis. I personally could not think of a more earnest and civil minded group of people to propose what I read and understood to be quite a novel idea; shifting future land use and development patterns to: clustered 'no car communities with :

greencity.doc

SYSTEMATIC DISTORTION OF INFORMATION

understand what's going on, first, we must discuss, "The Systematic Distortion
Article co-authored by David Bella, A retired Civil Engineer & Emeritus Professo
University.

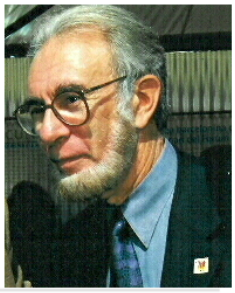
In, "The Systematic Distortion of Information", it is explained how comm
amongst groups of people can result in disorganization, chaos and even death.
factors to this Distortion of Information, as outlined by Emeritus Professor Bella;

1. Limited Perception Affecting Decision Making
2. Biased Decision-Making Affecting Group Decision Making
3. Communication Difficulties affecting Communication in Organizations

The Article closes with a suggestion of Radically different forms of orga
Intelligent [illegible] of disinfor

Decreasing Car Dependency

The Myth of Human Nature Discourages Peace Activity



The Myth that War is Intrinsic to Human Nature Discourages Action for Peace by Young People	Table V. Relationship of Belief to Attitude and Activity in Three Studies	Page 10

Do you believe war is intrinsic to human nature?		Do you think that you personally can do anything about nuclear war?			Are you engaged in activity for peace?		
Finland		YES	NO**				
1984 (Wahlstrom)	No	35	60	95 (29%)			
	Don't Know	13	50	63 (19%)			
	Yes	48	121	169 (52%)			
		96	231				
		29%	71%				
		X^2=4.2					
		p<.02**					
USA (Wesleyan)		YES	NO**		YES	NO	
1985 (Bosch and Adams)	No	12	9	21 (37%)	9	12	21 (35%)
	Don't Know	2	9	11 (19%)	3	9	12 (20%)
	Yes	5	20	25 (44%)	3	24	27 (45%)
		19	38		15	45	
		33%	67%		25%	75%	
		X^2=6.3			X^2=4.8		
		p<.01**			p<.02**		
USA (Wesleyan)		MUCH*	LITTLE**		Activity score ≥8	≤7	
1986 (Bosch and Adams (this study)		30	24	54 (56%)	30	24	54 (56%)
		9	20	29 (30%)	13	16	29 (30%)
		6	7	13 (14%)	9	4	13 (14%)
		45	51		52		
		47%	53%		54%		
		X^2=3.6					
		p<.05*					

THE UNIVERSAL DECLARATION OF Human Rights

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join the (Cc) collective ?

S.J. Barrett

Global Environmental, Civil Rights and Peace Activist

Art Director, Multimedia Productions and Broadcasting

video and photo reporting and broadcasting https://youtube.com/@spencerduhbarrett

local events and ideas collective https://archive.org/details/ccMAGv1.21/page/n1/mode/1up

YouTube and Reddit online forum Communities Meet YouTube real world Live action news reporting reddit

5417604048

Peace activism playlist:
https://youtube.com/playlist?list=PLm28Fk50yliRqzxz4S9HCUtlaJvy1WQOI

1. Creating an eco city with indigenous wisdom - the Eco Summit: Playlist:
https://youtube.com/playlist?list=PLm28Fk50yliTQDCzPhYa3y1J
_SW166eu2
2. Alive Proposal: https://youtu.be/y6JlH6gXlL8
3. Museums change and our future: https://youtu.be/DIw8i8AJ4lM
4. Rights of nature Winona laduke: https://youtu.be/YI3sHMLKSig
5. Calc Vietnam war story retelling: https://youtu.be/xZynHMonmuY
6. Microgrids: https://youtu.be/8u1GxC-QvBk
7. Ashland culture of peace commission: https://youtu.be/ycLBGk1d1Yo
Playlist:
https://youtube.com/playlist?list=PLm28Fk50yliSXQspun3_2ZEsj9ZjnRaJJ
8. Cascadianow: Playlist:
https://youtube.com/playlist?list=PLm28Fk50yliSRGsGNupigqKDrd61S8ZLI

CPNN

Culture of Peace News Network

Ashland Culture of Peace Commission

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The Myth of Human Nature Discourages Peace Activity

Encouraging a Diversity of Voices

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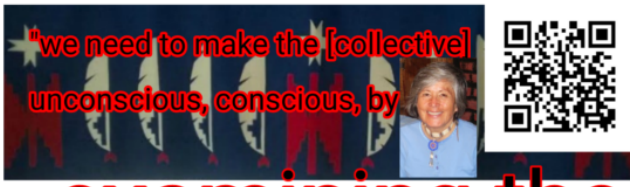
The Myth that War is Intrinsic to Human Nature Discourages Action for Peace by Young People | Table V. Relationship of Belief to Attitude and Activity in Three Studies | Page 10

		Do you believe war is intrinsic to human nature?	Do you think that you personally can do anything about nuclear war?		Are you engaged in activity for peace?		
Finland			YES	NO**			
1984 (Wahlstrom)	No		35	60	95	(29%)	
	Don't Know		13	50	63	(19%)	
	Yes		48	121	169	(52%)	
			96	231			
			29%	71%			
			X^2=4.2				
			p<.02**				
USA (Wesleyan)			YES	NO**	YES	NO	
1985 (Bosch and Adams)	No		12	9	21 (37%)	9	12
	Don't Know		2	9	11 (19%)	3	9
	Yes		5	20	25 (44%)	3	24
			19	38		15	45
			33%	67%		25%	75%
			X^2=6.3			X^2=4.8	
			p<.01**			p<.02**	
USA (W			MUCH*	LITTLE**	Activity score ≥8	≤7	
1986 (Bosch Adam (this s			30	24	54 (56%)	30 24	54 (56%)
					29 (30%)	13 16	29 (30%)
			45	52			
			47%	53%			
			X^2=3.6				
			p<.05*				

THE UNIVERSAL DECLARATION of Human Rights

541760048



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3. https://www.researchgate.net/publication/51162927_Are_cars_the_new_tobacco 'Are Cars the New Tobacco',Journal of Public Health 33(2):160-9 · June 2011
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7. https://www.wildsalmoncenter.org/work/why-protect-salmon/ - Why Protect Salmon? Tedx Video
8. The Art of Building Cities (1889) written by Camillo Sitte
9. http://www.sciencemag.org/news/2011/01/military-industrial-complex-fifty-science-societys-slave-or-master
10. https://iaspub.epa.gov/tmdl_waters10/attains_watershed.control?p_huc=17090003&p_cycle=&p_report_type=T
11.

YouTube link

examining the unexamined assumptions"

"Examine the unexamined assumptions
Make the unconscious conscious" - Lithia Park
Patrica Anne Davis
Eco summit https://youtu.be/hcx4CEFbJ4s
Lithia Park Extra https://youtu.be/1yx_ZgwF29U

P.A. Davis Ceremonial Change Process, Language, Betrayal Story and Criminal Mind 52min (2017).docx
download
https://archive.org/details/green-city

Are cars the new tobacco?

greencity.doc

SYSTEMATIC DISTORTION OF INFORMATION

1. Limited Perception Affecting Decision Making
2. Biased Decision-Making Affecting Group Decision Making
3. Communication Difficulties affecting Communication in Organizations

from win-lose to win-win
eliminating enemy imagery
and dehumanization

Empathy Culture

Decreasing Car Dependency

SOCIAL CONTAGION
EMERGENCY PREPAREDNESS
CITY DESIGN BY NATURAL SCIENCE
REPLICATING FUNCTIONS AND
MANAGEMENT AS A WHOLE ORGANISM
public health
electric dissonance, equalizing/
harmonizing, synchronizing
biological; bacterial and viral
psychosocial; levels of happiness/peace,
heart math

universal human and disability rights for
sensitives, empaths drowning in
noise, air, water and food polluted,
narcissistic-depressive
pseudo-community society
misdirected caffeine and alcohol culture
overcoming the sleepiness collective

SOCIAL CONTAGION
EMERGENCY PREPAREDNESS
CITY DESIGN BY NATURAL SCIENCE
REPLICATING FUNCTIONS AND MANAGEMENT AS A WHOLE ORGANISM

public health
electric dissonance, equalizing/ harmonizing, synchronizing
biological; bacterial and viral
psychosocial; levels of happiness/peace, heart math

universal human and disability rights for sensitives, empaths drowning in noise, air, water and food polluted, narco-narcissistic-depressive pseudo-community society
misdirected caffeine and alcohol culture
overcoming the sleepiness collective

the problem: many people sharing space without proper ventilation or contamination control
by increasing local distributors of local manufactured
problem 2 - global supply chain of products relies on a fragile transportation network between continents. If another electrical or oil catastrophe happens

*No one shall be subjected to arbitrary arrest, detention or exile. **Article 10.** Everyone is entitled in full equality to a fair and publichearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal chargeagainst him. **Article 11.** (1) Everyone charged with a penal offence has the right to be presumed innocent until provedguilty according to law in a public trial at which he has had all the guarantees necessary for his defence. (2) No one shall beheldguiltyofanypenaloffenceonaccountofanyactoromissionwhichdidnotconstituteapenaloffence,undernationalorinternationallaw,atthetimewhenitwascommitted.Norshallaheaviерpenaltybeimposedthantheonethatwasapplicableatthetimethepenal offence was committed. **Article 12.** No one shall be subjected to arbitrary interference with his privacy, family, home orcorrespondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against suchinterference or attacks. **Article 13.** (1) Everyone has the right to freedom of movement and residence within the borders of eachstate.(2)Everyonehastherighttoleaveanycountry,includinghisown,andtoreturntohiscountry. **Article14.** (1)Everyonehastherighttoseekandtoenjoyinothercountriesasylumfrompersecution.(2)Thisrightmaynotbeinvokedinthecaseofprosecutions genuinelyarisingfromnon-politicalcrimesorfromactscontrarytothepurposesandprinciplesoftheUnitedNations. **Article15.**(1)Everyone has the right to a nationality. (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change hisnationality. **Article 16.** (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right tomarryandtofoundafamily.Theyareentitledtoequalrightsastomarriage,duringmarriageandatitsdissolution. (2) Marriageshallbeenteredintoonlywiththefreeandfullconsentoftheintendingspouses. (3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State. **Article17.** (1) Everyone has the right to own property alone as well as in association with others. (2) No one shall be arbitrarily deprived of his property. **Article 18.** Everyone has the right to freedom of thought, conscienceandreligion;thisrightincludesfreedomtochangehisreligion or belief, and freedom, either alone or in communitywith others and in public or private, to manifest his religion or belief inteaching, practice, worship and observance. **Article 19.** Everyone has the right to freedom of opinion and expression; this rightincludes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers. **Article 20.** (1) Everyone has the right to freedom of peaceful assembly and association. (2) Noonemaybecompelledtobeloginanassociation. **Article21.** (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives. (2) Everyone has the right of equal access to public service in his country. (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuineelections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures. **Article22.** Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality. **Article 23.** (1) Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment. (2) Everyone, without any discrimination, has the right to equal pay for equal work. (3) Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection. (4) Everyone has the right to form and to join trade unions for the protection of his interests. **Article 24.** Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay. **Article 25.** (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control. (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection. **Article 26.** (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. (2) **Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.** It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. (3) Parents have a prior right to choose the kind of education that shall be given to their children. **Article 27.** (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits. (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author. **Article 28.** Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized. **Article 29.** (1) Everyone has duties to the community in which alone the free and full development of his personality is possible. (2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.*

maintain positivity

RISKING LIFE CROSSING THE BORDER
FOR
THE AMERICAN DREAM
bought and sold for 50k each
coyotes and trafficking city
systematic roots

detention centers reformation
investing that much per person
into self sufficient housing
colonies
creative incentive network

Declaration of Independence

July 4, 1776

We hold these truths to be self-evident, all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness .--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

Universal Declaration of Human Rights

December 10, 1948

Article 4 No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 29 1. Everyone has duties to the community in which alone the free and full development of his personality is possible.

ALL MEN ARE CREATED EQUAL
Governments deriving their just powers from the consent of the governed
Whenever any form of Government becomes destructive of these ends, it is the Right of the People to alter or abolish it

The Eco Summit
Ashland Oregon
Addressing the Common Challenges of our Bioregion and Cultures
Agnes Baker Pilgrim
Eldest Member of the Takelma Tribe
with a Focus on Indigenous Principles and Co-Creative Leadership Models
Patricia Anne Davis
BA Psychology, MA Whole System
Navajo /Dineh Blessingway Ceremonial Healing In
for Clean Water, Green Power, Localized Food Systems, Humane Policy, Self Health Care, Regenerative Economy and Forest Husbandry.
Ferananda Ibarra
Collective Intelligence & Metacurrency
CIRI Co-Founder, TEDx Speaker

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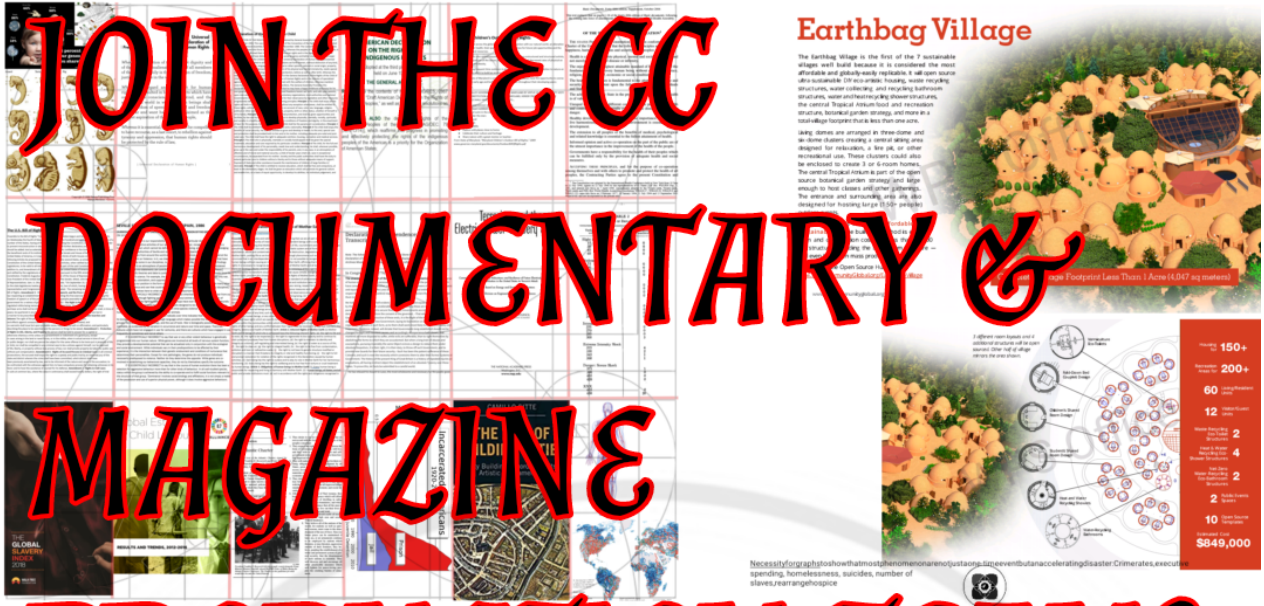
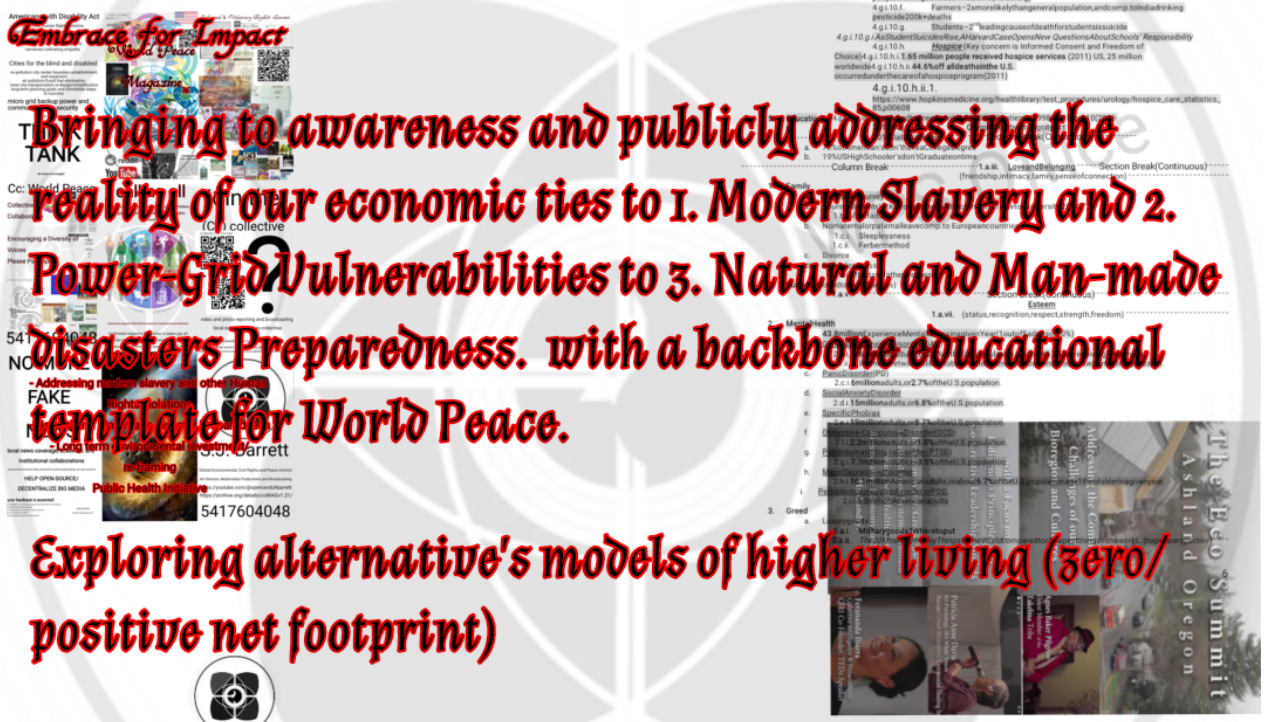




Bringing to awareness and publicly addressing the reality of our economic ties to 1. Modern Slavery and 2. Power-Grid Vulnerabilities to 3. Natural and Man-made disasters Preparedness. with a backbone educational template for World Peace.

Exploring alternative's models of higher living (zero/ positive net footprint)

#endtheschism Ministries Presents

#LoveNOW #yeoflittlefaith

James 4:1 What causes fights and quarrels among you? Don't they come from your desires that battle within you?

1 Corinthians 12:25 that there should be no schism in the body, but that the members should have the same care for one another

Acts 4:32 the believers were united in heart and mind. And they felt that what they owned was not their own, so they shared everything they had

Matthew 6:30 Wherefore, if God so clothe the grass of the field, which to day is, and to morrow is cast into the oven, shall he not much more clothe you, O ye of little faith?

Matthew 16:24 Then Jesus said to his disciples, "If any of you wants to be my follower, you must give up your own way, take up your cross, and follow me.

Luke 14:26-27 If you want to be my disciple, you must, by comparison, hate everyone else—your father and mother, wife and children, brothers and sisters—yes, even your own life. Otherwise, you cannot be my disciple. And if you do not carry your own cross and follow me, you cannot be my disciple.

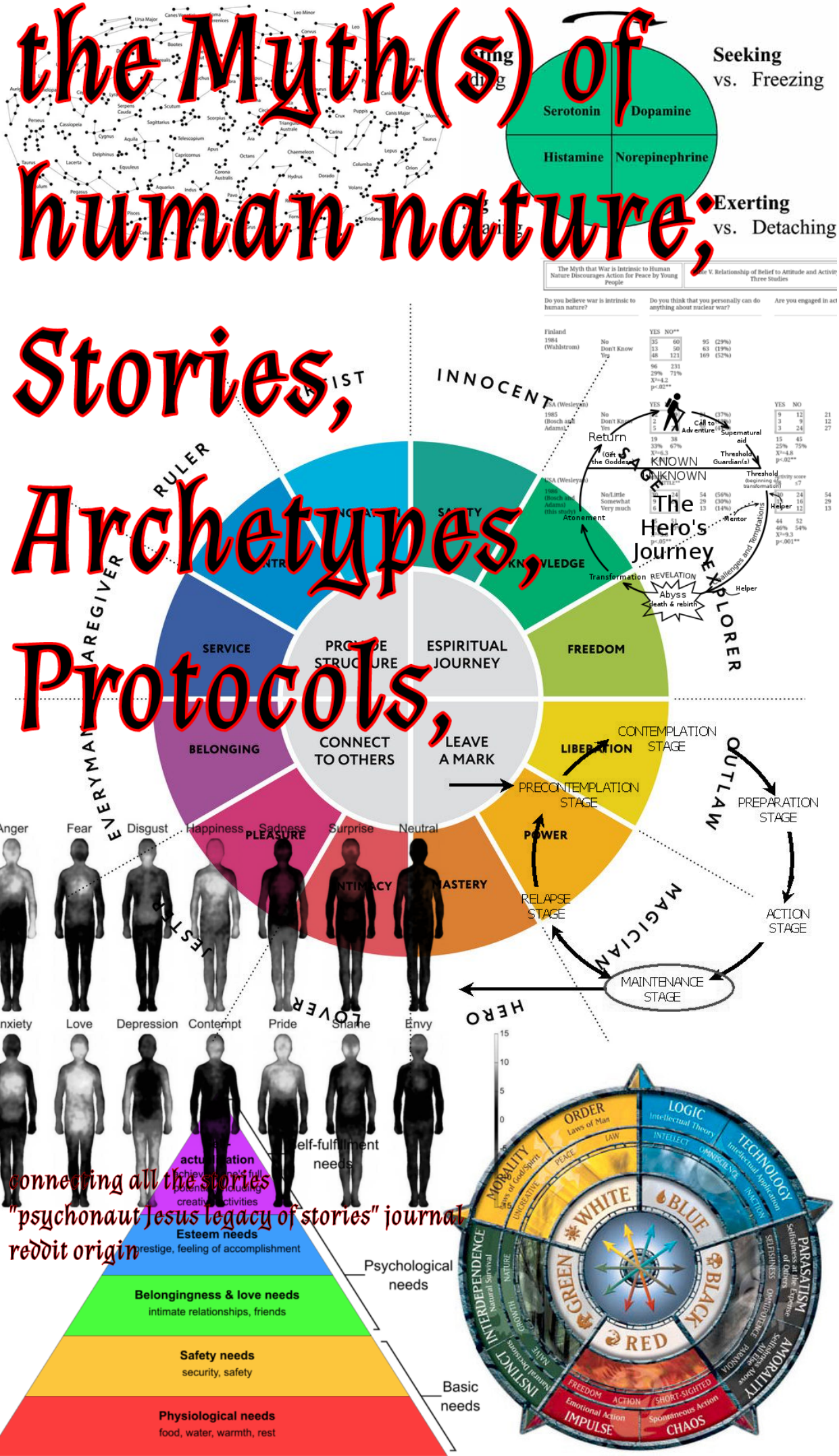
Luke 14:33 So none of you who does not forsake all his possessions can be my disciple.

Matthew 19:17 And he said unto him, Why callest thou me good? there is none good but one, that is, God: but if thou wilt enter into life, keep the commandments.

Matthew 19:16-24 Just then a man came up to Jesus and asked, "Teacher, what good thing must I do to get eternal life?". "Why do you ask me about what is good?" Jesus replied. "There is only One who is good. If you want to enter life, keep the commandments." "Which ones?" he inquired. Jesus replied, "'You shall not murder, you shall not commit adultery, you shall not steal, you shall not give false testimony, 19 honor your father and mother,' and 'love your neighbor as

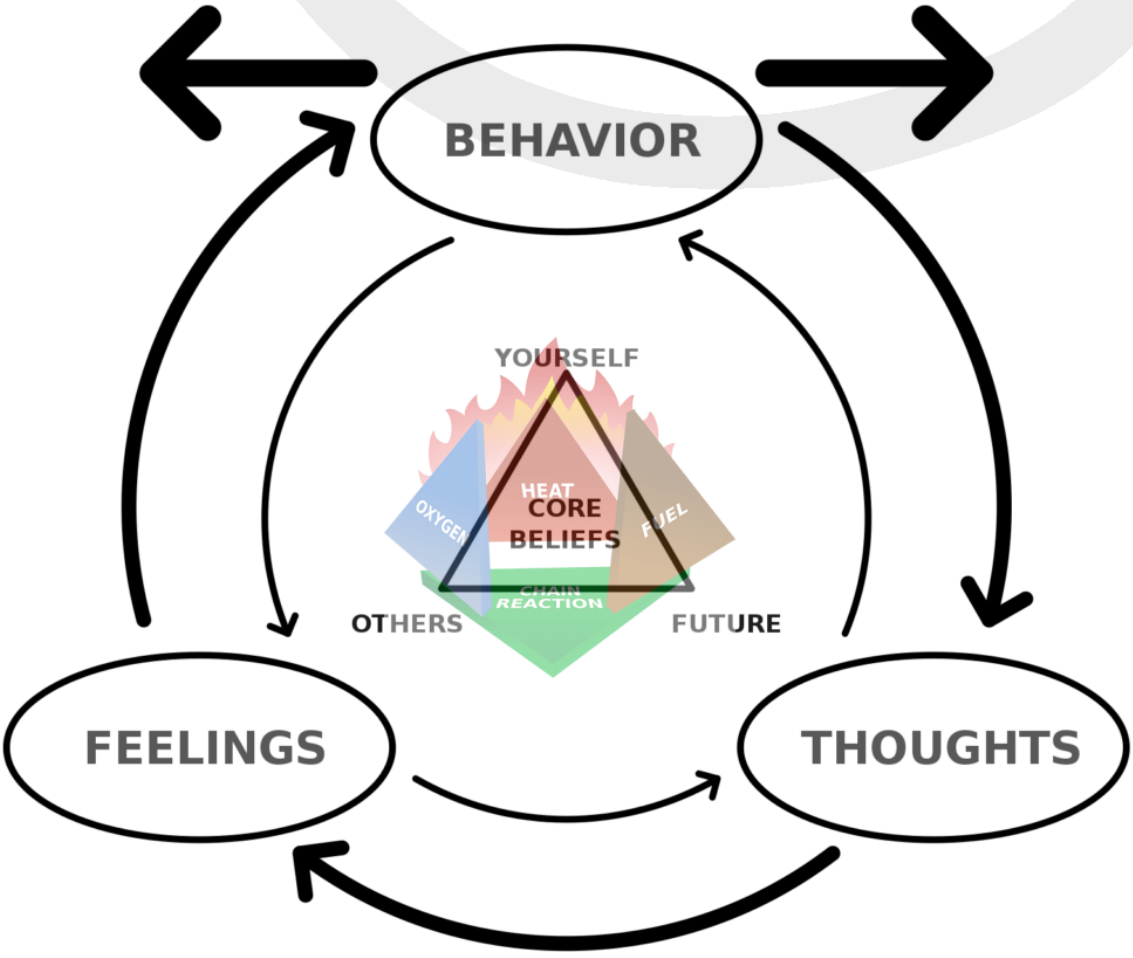
CC (information forwarding services) collective

the Myth(s) of human nature; Stories, Archetypes, Protocols,

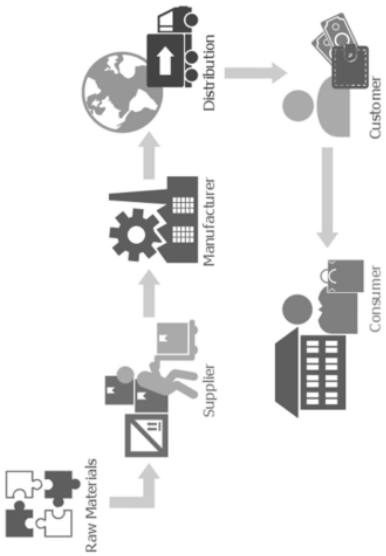


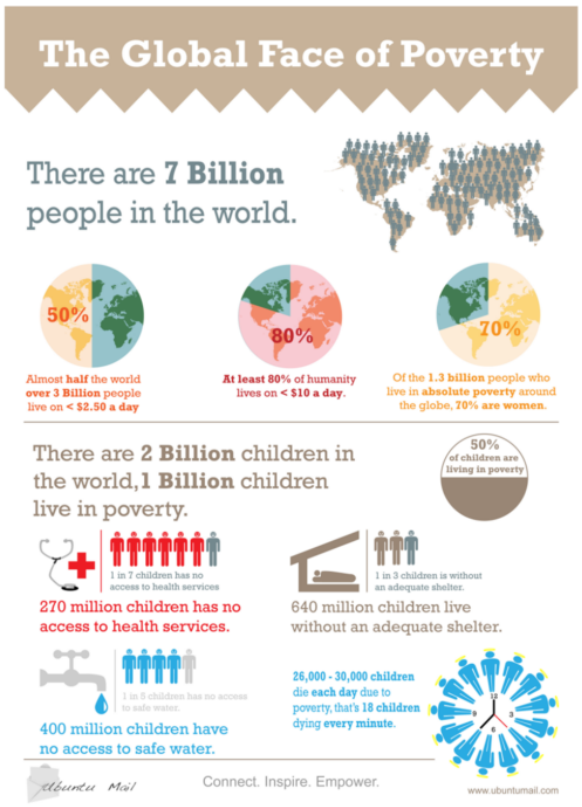
connecting all the stories
"psychonaut Jesus legacy of stories" journal
reddit origin

The Spirit Spiro inspire fire



LIVING ON LESS
WHICH COUNTRIES SURVIVE ON JUST A FEW DOLLARS PER DAY?
In their book Poor Economics, MIT economists Abhijit Banerjee and Esther Duflo surveyed developing countries in order to compare the distribution of consumption per person. Their research proves that even countries that have enough to teeter above the poverty line don't fare much better than those that fall below it.
Percent of Population in Each Consumption Group
< $1 a day
< $2* a day
< $4 a day
< $6 a day
< $10 a day
> $10 a day
Poverty Tourism?
In rural Udaipur, India, nearly 94 percent of the city survives on $2 or less per day per person. In 2009, Travel and Leisure magazine named it "Best City of the World."
Morocco
Panama
Mexico
Ivory Coast
Ecuador
Guatemala
Nicaragua
Peru
Ghana
Brazil
Tanzania
South Africa
Pakistan
Udaipur, India
Hyderabad, India
Bangladesh
Timor Leste
Papua New Guinea
Indonesia
*Two dollars a day is a common international poverty benchmark.
Sources: Economist.com | Abhijit Banerjee and Esther Duflo, "Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty."
A COLLABORATION BETWEEN GOOD AND COLUMN FIVE


Distribution
Customer
Manufacturer
Consumer
Supplier
Raw Materials


The Global Face of Poverty
There are 7 Billion people in the world.
50%
Almost half the world over 3 Billion people live on < $2.50 a day
80%
At least 80% of humanity lives on < $10 a day.
70%
Of the 1.3 billion people who live in absolute poverty around the globe, 70% are women.
There are 2 Billion children in the world, 1 Billion children live in poverty.
50% of children are living in poverty
1 in 7 children has no access to health services
270 million children has no access to health services.
1 in 3 children is without an adequate shelter.
640 million children live without an adequate shelter.
1 in 8 children has no access to safe water.
400 million children have no access to safe water.
26,000 - 30,000 children die each day due to poverty, that's 18 children dying every minute.
Ubuntu Mail
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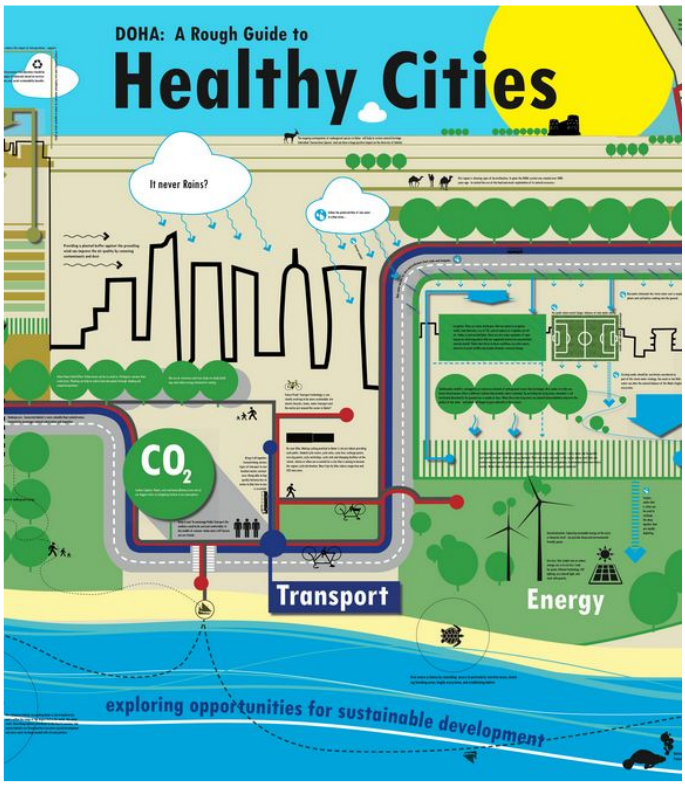
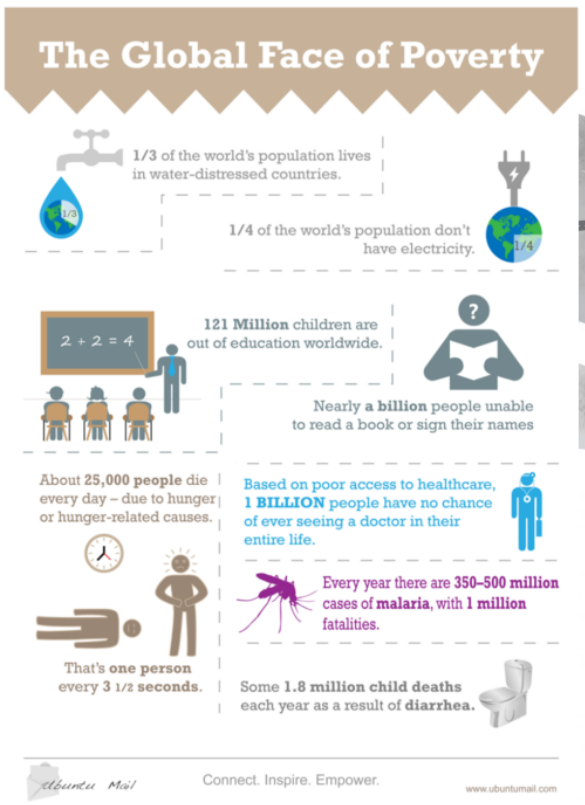

DOHA: A Rough Guide to
Healthy Cities
It never Rains?
CO2
Transport
Energy
exploring opportunities for sustainable development


The Global Face of Poverty
1/3 of the world's population lives in water-distressed countries.
1/3
1/4 of the world's population don't have electricity.
1/4
2 + 2 = 4
121 Million children are out of education worldwide.
Nearly a billion people unable to read a book or sign their names
About 25,000 people die every day – due to hunger or hunger-related causes.
That's one person every 3 1/2 seconds.
Based on poor access to healthcare, 1 BILLION people have no chance of ever seeing a doctor in their entire life.
Every year there are 350–500 million cases of malaria, with 1 million fatalities.
Some 1.8 million child deaths each year as a result of diarrhea.
Ubuntu Mail
Connect. Inspire. Empower.
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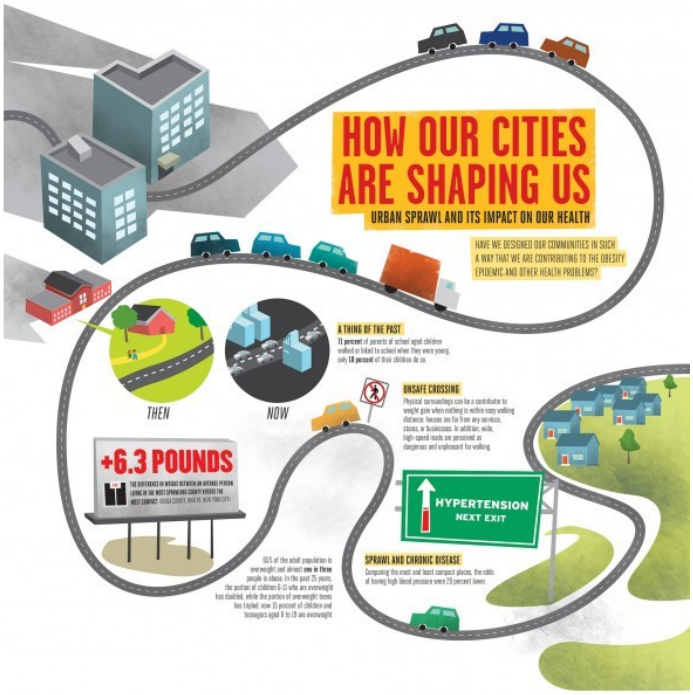
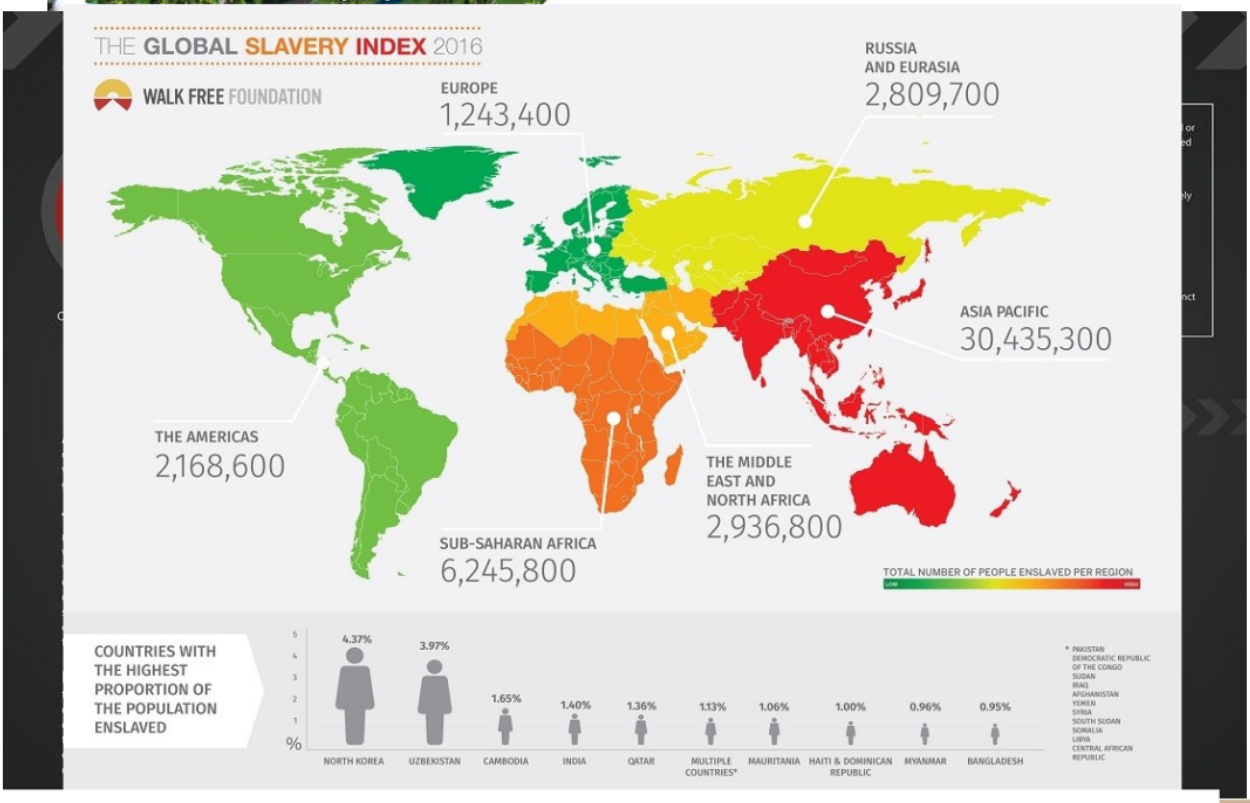
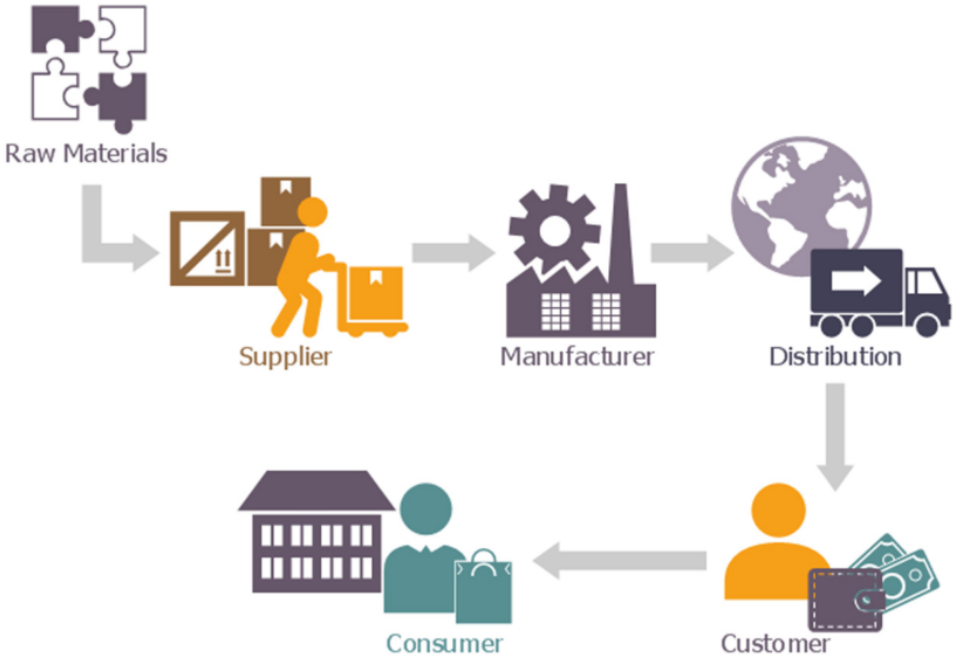

HOW OUR CITIES ARE SHAPING US
URBAN SPRAWL AND ITS IMPACT ON OUR HEALTH
HAVE WE DESIGNED OUR COMMUNITIES IN SUCH A WAY THAT WE ARE CONTRIBUTING TO THE OBESITY, EPIDEMIC AND OTHER HEALTH PROBLEMS?
THEN
NOW
A THING OF THE PAST
UNSAFE CROSSING
+6.3 POUNDS
HYPERTENSION NEXT EXIT
SPRAWL AND CHRONIC DISEASE
SOURCE: NEW RESEARCH: MEASURING THE HEALTH EFFECTS OF SPRAWL: A NATIONAL ANALYSIS

CITIES OF THE FUTURE

"What we have to do is to design a city as a living system, as an organism, as a university, that all the cities of the future will be university cities that grow, that continue to exchange ideas. The city will have a built-in transportation system so there are no accidents and no unthought out areas of technology. Medicine, botany, agriculture, the total system: one planning system."

- Jacque Fresco (1916-2017)
Founder of The Venus Project





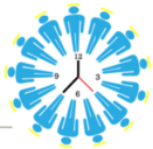
access to health services.

1 in 5 children has no access to safe water.

400 million children have no access to safe water.

without an adequate shelter.

26,000 - 30,000 children die each day due to poverty, that's 18 children dying every minute.



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That's one person every 3 1/2 seconds.

fatalities.

Some 1.8 million child deaths each year as a result of diarrhea.

Connect. Inspire. Empower.

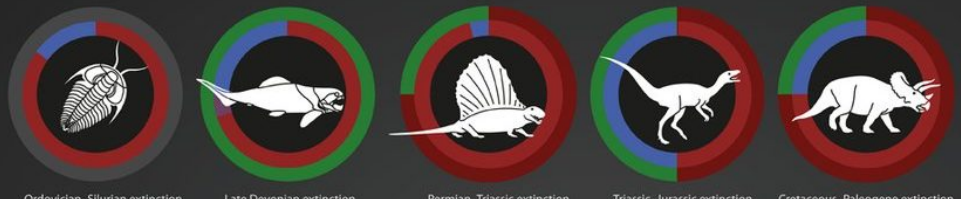
www.ubuntumail.com

CITIES OF THE FUTURE

"What we have to do is to design a city as a living system, as an organism, as a university, that all the cities of the future will be university cities that grow, that continue to exchange ideas. The city will have a built-in transportation system so there are no accidents and no unthought out areas of technology. Medicine, botany, agriculture, the total system: one planning system."

- Jacque Fresco (1916-2017)
Founder of The Venus Project

WE ARE IN THE MIDST OF A 6TH MASS EXTINCTION



A mass extinction is the extinction of a large number of species within a relatively short period of geological time.

The Earth has known five great mass extinctions in the past that each wiped off 50 to 85% of the species that were alive at that time. Some of these events were preceded by a huge disaster, such as a meteorite hitting the surface of the Earth or a supervolcano erupting, while others were caused by the shifting of the continents.

But the sixth mass extinction isn't like the ones that killed the dinosaurs; this one is entirely man-made. If we continue the precedent we have set up to this point, this exctinction event could be the fastest and one of the most devastating ones we have seen, yet.

WHY DOES THIS MATTER?

Ecosystems are fragile. Every animal, insect and plant species fulfills one or more invaluable roles to sustain the ecosystem it lives in. If one of those species goes extinct, the ecosystem needs time to adjust and restore. If several species go extinct in rapid succession, the consequences could be dire.

Ecosystems are valuable, and they provide us with resources and "services" free of charge. For instance, the total economic value of pollination by insects worldwide was estimated to be $200 billion in 2005.

We depend on ecosystems to survive. The environment provides us with clean air, fresh water, ores and fuel. It provides us with the fertile soil we need to build our crops. It regulates climates and functions as a natural buffer against floods and storms.

The Global Face of Poverty

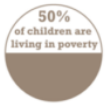
There are **7 Billion** people in the world.

Almost **half** the world **over 3 Billion** people live on **< $2.50 a day**

At least 80% of humanity lives on **< $10 a day.**

Of the **1.3 billion** people who live in **absolute poverty** around the globe, **70% are women.**

There are **2 Billion** children in the world, **1 Billion** children live in poverty.

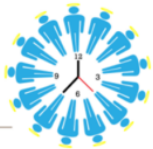


270 million children has no access to health services.

640 million children live without an adequate shelter.

400 million children have no access to safe water.

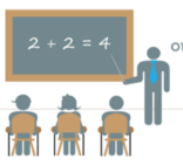
26,000 - 30,000 children die **each day** due to poverty, that's **18 children** dying **every minute.**



The Global Face of Poverty

1/3 of the world's population lives in water-distressed countries.

1/4 of the world's population don't have electricity.



121 Million children are out of education worldwide.

Nearly **a billion** people unable to read a book or sign their names

About **25,000 people** die every day – due to hunger or hunger-related causes.

That's **one person** every **3 1/2 seconds.**

Based on poor access to healthcare, **1 BILLION** people have no chance of ever seeing a doctor in their entire life.

Every year there are **350–500 million** cases of **malaria**, with **1 million** fatalities.

Some **1.8 million child deaths** each year as a result of **diarrhea.**

CITIES OF THE FUTURE

"What we have to do is to design a city as a living system, as an organism, as a university, that all the cities of the future will be university cities that grow, that continue to exchange ideas. The city will have a built-in transportation system so there are no accidents and no unthought out areas of technology. Medicine, botany, agriculture, the total system: one planning system."

- Jacque Fresco (1916-2017)
Founder of The Venus Project

ONE COMMUNITY®

open source ecology

FOR THE HIGHEST GOOD OF ALL

Duplicable City Center

One Community is designing an open source and free-shared Duplicable City Center® to help model a redefinition of how people choose to live, save resources, and function as a revenue generator and starting point for DIY and replicable sustainable city construction. This structure will open source 15 different templates including complete DIY structure assembly, hydronic systems setup, the natural pool and eco hot tub, eco-laundry for 300+, eco-kitchen for 200+, DIY pipe furniture, DIY pallet furniture, climate battery design and implementation, advanced control and automation, sustainable energy infrastructure, LEED Platinum lighting design, LEED Platinum HVAC design, LEED Platinum materials selection and acquisition, and eco-tourism revenue generation for community construction and expansion using this structure and the other 7 village models.

View the Online Open Source Hub:
www.OneCommunityGlobal.org/Duplicable-City-Center

Complete floor plan on next page

6 www.onecommunityglobal.org

Rental Rooms for **40+**
Convention Space for **300+**
8 Public Recreation Spaces
4 Large Group Meeting Spaces
Dining for **200+**
Laundry for **300+**
15 Open Source Templates
Estimated Cost **$2,467,000**

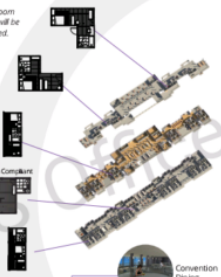
Container Village

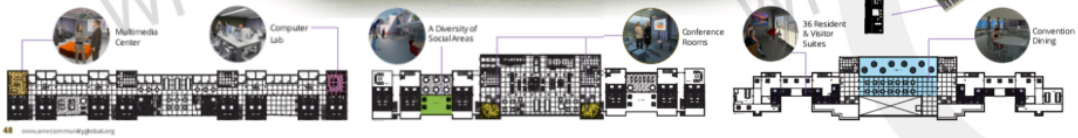
The Shipping Container Village is being designed as a 3-story and semi-subterranean living option purposed to demonstrate the affordability, beauty, and energy and materials efficiency of stacked shipping container construction. We will open source this building method in complete detail along with 5 different shipping container housing options and a diversity of shipping container recreation and social spaces.

The theme of this village is "Business and Entrepreneurial Development." In addition to sharing this as a sustainable commercial and residential construction option, we are building this village to host conventions, business retreats, and other entrepreneurially related events. By doing this, we hope to engage a demographic that might not normally visit a sustainability project like One Community.

View the Online Open Source Hub:
www.OneCommunityGlobal.org/Shipping-Container-Village

5 different room floor plans will be demonstrated.





48 www.onecommunityglobal.org

Housing for **80+**
Convention Space for **200+**
24 Living/Resident Units
12 Visitor/Guest Units
Dining for **200+**
Laundry for **300+**
18 Public Recreation Spaces
7 Professional Meeting Spaces
12 Open Source Templates
Estimated cost **$1,554,000**

Earthbag Village

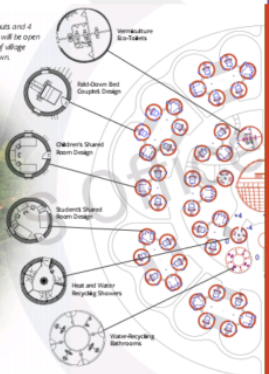
The Earthbag Village is the first of the 7 sustainable villages well build because it is considered the most affordable and globally-easily replicable. It will open source ultra-sustainable DIY eco-artistic housing, waste recycling structures, water collecting and recycling bathroom structures, water and heat recycling shower structures, the central Tropical Atrium food and recreation structure, botanical garden strategy, and more in a total-village footprint that is less than one acre.

Living domes are arranged in three-dome and six-dome clusters creating a central sitting area designed for relaxation, a fire pit, or other recreational use. These clusters could also be enclosed to create 3 or 6-room homes. The central Tropical Atrium is part of the open source botanical garden strategy and large enough to host classes and other gatherings. The entrance and surrounding area are also designed for hosting large (150+ people) outdoor events.

The theme of this village is "Affordable DIY Sustainability." The building method is easy to learn and construction costs are less than $7,000 per structure, including the DIY custom furniture — and even less when mass produced.

View the Online Open Source Hub:
www.OneCommunityGlobal.org/Earthbag-Village

3 different room layouts and 4 additional structures will be open sourced. Other half of village mirrors the area shown.



20 www.onecommunityglobal.org

Housing for **150+**
Recreation Areas for **200+**
60 Living/Resident Units
12 Visitor/Guest Units
Waste-Recycling Eco-Toilet Structures **2**
Heat & Water Recycling Eco-Shower Structures **4**
Net-Zero Water-Recycling Eco-Bathroom Structures **2**
2 Public Events Spaces
10 Open Source Templates
Estimated Cost **$849,000**

co-creators

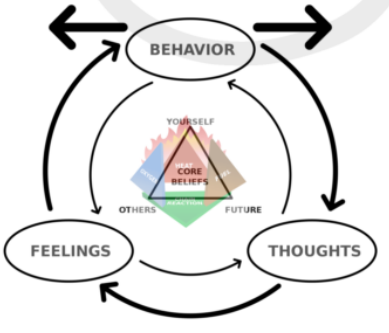
JOIN THE CC DOCUMENTARY & MAGAZINE PRODUCTION TEAM?

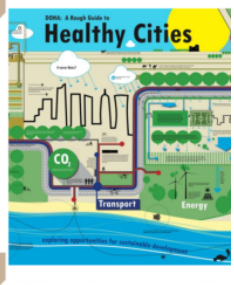
ART DISCUSSION GROUP

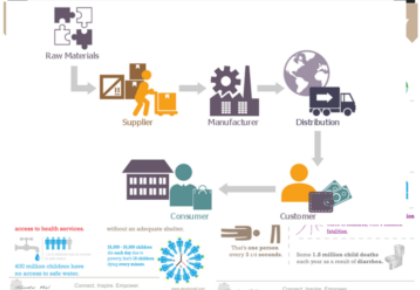
CC (information forwarding services) collective

the Myth(s) of human nature, Stories, Archetypes, Protocols,

The Spirit Spiro inspire fire



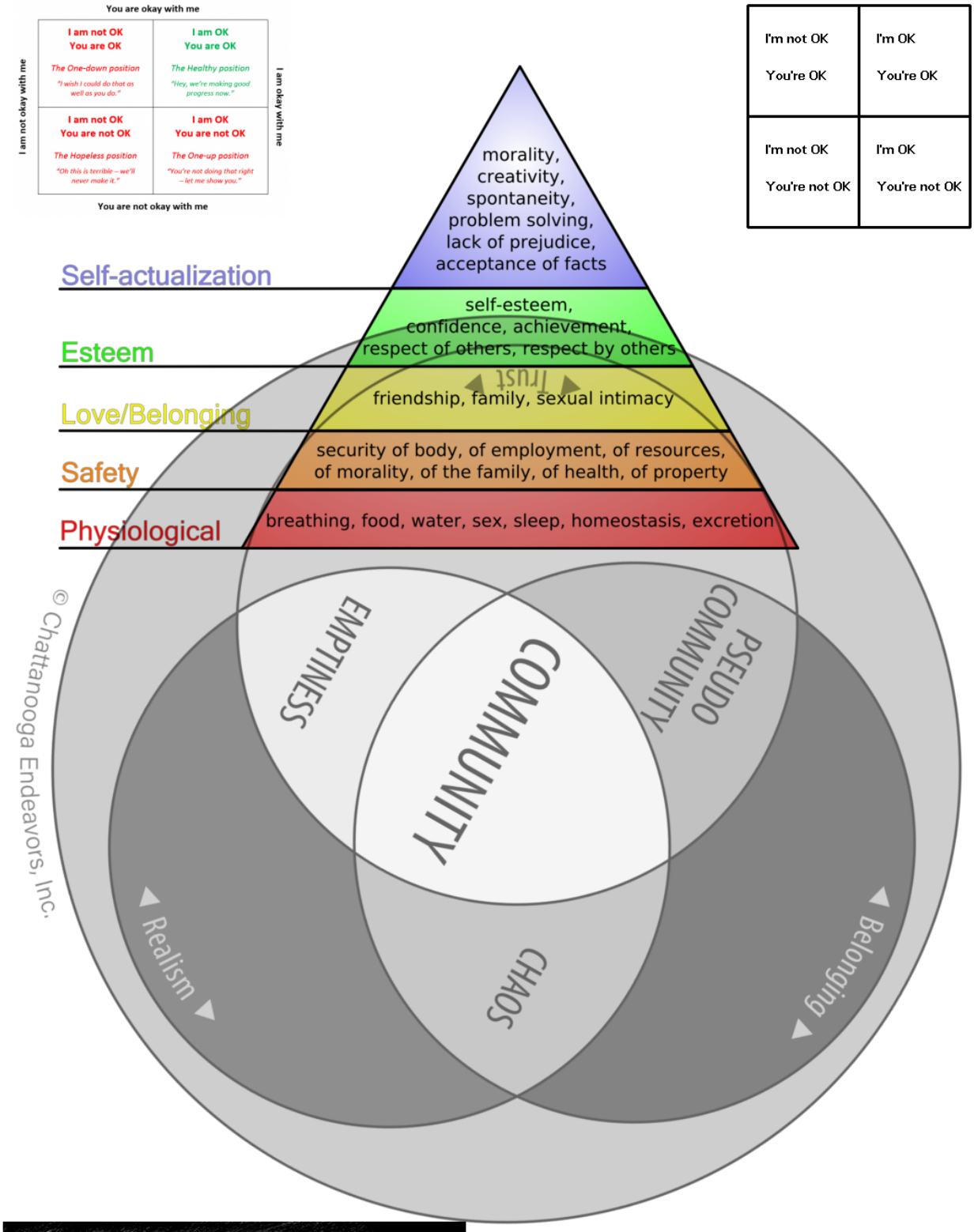


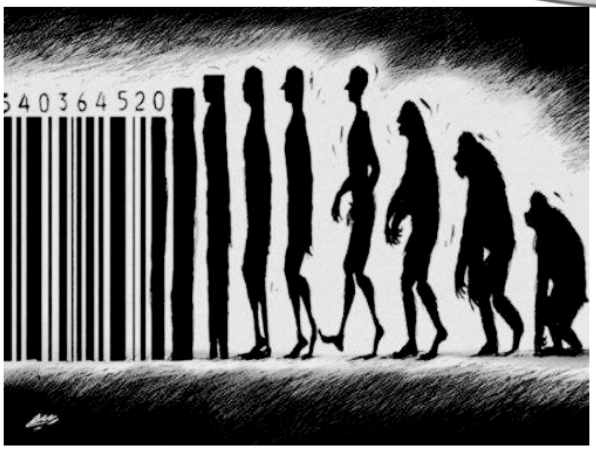


kaleidoscopic Surveillance

DIY how to be naked under a microscope

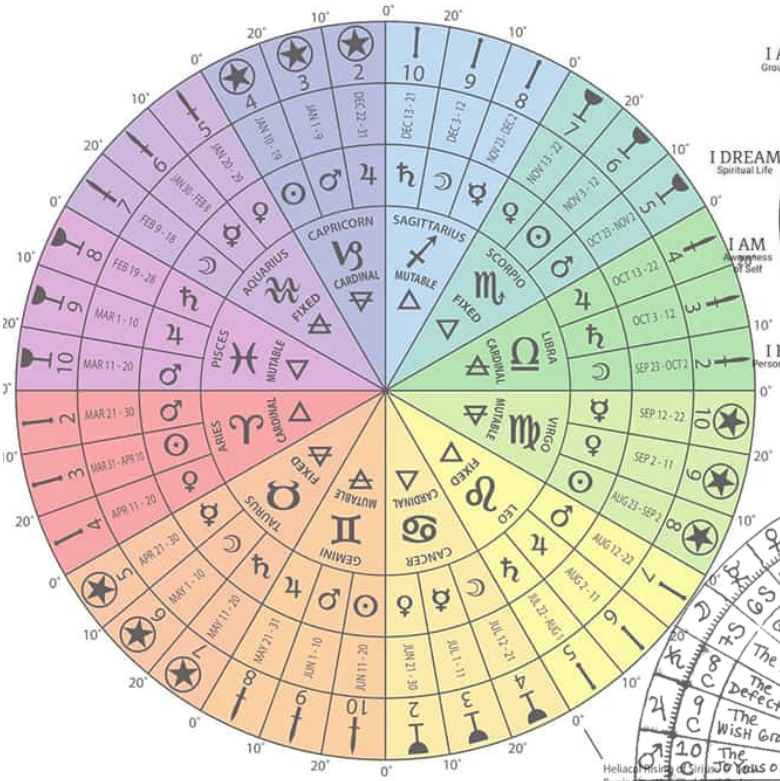
no artistic reception for cc?
what does big brother really think? Surveillance community narrative over major modern problems plaguing the collective imagination.
human rights initiative to view transparent behavioral point gathering systems and access to records. (presently being used/exploited primarily by advertisement agencies) premise 1: no one should have more knowledge on your whole biopsychosocial systems and underlying motivations, reflexes, emotional reactions, than you as the individual user and rightful owner to your body's operating system

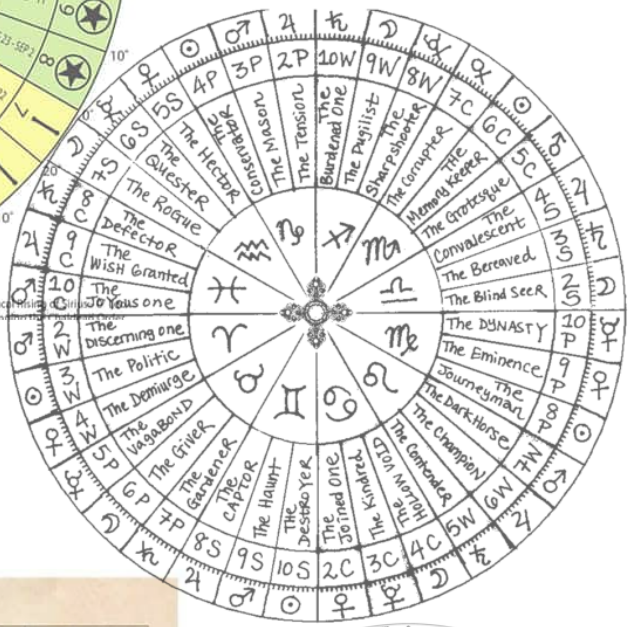




Pseudocommunity

- The first response of a group in seeking to form a community is most often to try and fake it
- The members attempt "instant community" by being very pleasant and avoiding all disagreement
- This pretence of community never works-people want to be seen as caring or loving by telling little white lies
- The essential dynamic here is avoidance of conflict

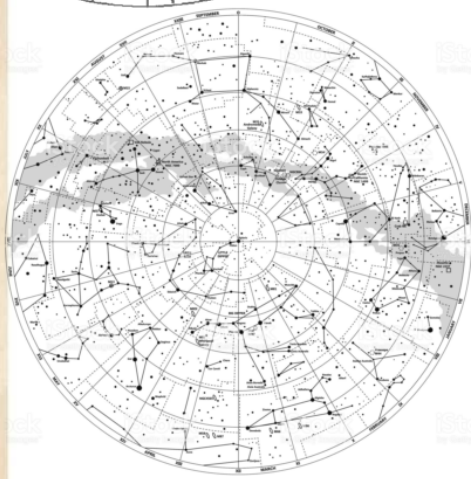




TAROT CHEAT SHEET

	CUPS *water - emotional*	PENTACLES *earth - physical*	SWORDS *air - reason*	WANDS *fire - creativity*
ACE	New baby or relationship, proposal, marriage, birth	New job, raise, promotion, investment, or income source	New ideas, job, or conflict, surgery, mental clarity	New romance, project, or job, inspiration, the urge to create
TWO	Romantic love, partnership, proposal, marriage	Multi-tasking, two choices or jobs, weighing options	Time to compromise, balancing two forces	Waiting for results, travel planning, make a choice
THREE	Friendship, celebrations, a circle of support	Skill, quality craftsmanship, teamwork, home repairs	Heartbreak, divorce, loss, depression, surgery	Teamwork, commerce, expansion, travel
FOUR	Apathy, feeling unfulfilled, unexpected gifts	Desire for long-term security, fear of change	Retreat, rest, renewal, solitude, recovery	Homecoming, celebrations, family, friends, wedding
FIVE	Loss, regret, grief, feeling abandoned or unloved	Poverty, ill health, worry, isolation, financial loss	Bullies, theft, violence, abusive relationships	Rivalry, challenges, obstacles, sport & play
SIX	Nostalgia, innocence, gifts, reunions, friendship	Giving or receiving, loans or debt, generosity	A necessary transition, relocating, moving, travel	Victory, award, recognition, good news, being the boss
SEVEN	Too many choices, commitment issues, abuse	Patience, hard work, delayed success, waiting for ROI	Theft, betrayal, dishonesty, running away, divorce/affair	Self-defense, protect against competition, solo projects
EIGHT	Abandonment, withdrawal, retreat, travel, moving on	Mastering your craft, creating a "body of work"	Self-imposed restrictions, isolation, imprisonment	Speed, action, quick changes, news arrives, air travel
NINE	Wishes come true, material abundance, good health	Luxury, self-sufficiency, financial gain, solo pleasures	Nightmares, anxiety, grief, hospital/rehab, depression	A test of courage & persistence, boundaries
TEN	Marriage with children, family reunions, love & support	Leaving a legacy, inheritance, retirement	Complete & painful ending, rock bottom, back problems	Stress, exhaustion, too many responsibilities
PAGE	A studious kid, a new love, volunteer work, birth	A patient kid, family or money news, a new job/raise	A curious kid, gossip, spies, prying eyes, telling truth	An active child or a student, new career, idea, or project
KNIGHT	A "Prince Charming," romantic love, proposal	A reliable man, patience, hard work, travel by land, job offer	A fast-thinking man, a soldier, change in lifestyle, travel	A lusty, free-spirited man, passion, travel, creativity
QUEEN	A nurturing woman, help, healing, support	A resourceful woman, fertility, domestic skills	A logical, self-sufficient truth-telling woman	A feisty woman, self-assurance, confidence, mastery
KING	A great father & husband, tolerance, empathy	A solid & practical man, material success	A powerful, intentional, quick-acting thought leader	An alpha male, a bold leader, power, charm, courage

0 - THE FOOL	Fresh hope, take chances, beginnings, travel
1 - THE MAGICIAN	Focused creativity, turn visions into reality
2 - THE HIGH PRIESTESS	Secrets, mystery, intuition, trust yourself
3 - THE EMPRESS	Pregnancy, good parenting, abundance
4 - THE EMPEROR	Respect, a father figure, strategic planning
5 - THE HIEROPHANT	Traditions, a religious ceremony, "fitting in"
6 - THE LOVERS	Partnership, deep love, balance of two together
7 - THE CHARIOT	Action & change, a journey or vehicle
8 - STRENGTH	Take control, self-love and confidence, good health
9 - THE HERMIT	Go within for clarity, quest for personal truth
10 - THE WHEEL OF FORTUNE	Good fortune, a turning point, gambling
11 - JUSTICE	Win-win solutions, cause and effect
12 - THE HANGED MAN	Wisdom, self-sacrifice, get a unique perspective
13 - DEATH	Big changes, endings, rebirth, let go & move on
14 - TEMPERANCE	Balance, harmony, self-control, moderation
15 - THE DEVIL	Addiction, greed, envy, materialism, compulsion
16 - THE TOWER	Unwanted change, ruin, disgrace, upheaval
17 - THE STAR	Renewal, hope, inner clarity, miracles
18 - THE MOON	Unseen problems, voluntary changes
19 - THE SUN	Material happiness, a joyous outcome
20 - JUDGMENT	Clarity, a final decision, a wake-up call, your purpose
21 - THE WORLD	Completing a goal or life lesson, travel, emigration



DECEMBER
NOVEMBER
OCTOBER
SEPTEMBER
AUGUST
JULY
JUNE
MAY
APRIL
MARCH
FEBRUARY
JANUARY
Capella
Rigel
Betelgeuse
Aldebaran
Sirius
Procyon
Pollux
Castor
Regulus
Spica
Arcturus
Antares
Vega
Deneb
Altair
Fomalhaut
Achernar
Canopus
Hamal
Alpheratz
Mirfak
Algol
Dubhe
Merak
Polaris
Kochab
Alphard
Denebola
Markab
Schedar
Caph
Diphda
Menkar
Mirach
Almach
Hyades
Pleiades
Praesepe
Double Cluster
Orion Nebula
Andromeda Galaxy
Triangulum Galaxy
Beehive Cluster
Ring Nebula
Dumbbell Nebula
Hercules Cluster
Crab Nebula
Veil Nebula
North America Nebula
Pelican Nebula
Rosette Nebula
Eagle Nebula
Lagoon Nebula
Trifid Nebula
Omega Nebula
Swan Nebula
Cygnus X-1
Cygnus Loop
Cassiopeia A
Cygnus A
Milky Way
Ecliptic
Celestial Equator
Zodiac
Aries
Taurus
Gemini
Cancer
Leo
Virgo
Libra
Scorpius
Sagittarius
Capricornus
Aquarius
Pisces
Ursa Major
Ursa Minor
Cassiopeia
Cepheus
Draco
Lyra
Cygnus
Aquila
Hercules
Boötes
Corona Borealis
Serpens
Ophiuchus
Scutum
Sagitta
Delphinus
Equuleus
Pegasus
Andromeda
Perseus
Auriga
Gemini
Monoceros
Canis Major
Canis Minor
Hydra
Crater
Corvus
Leo Minor
Lynx
Camelopardalis
Lacerta
Vulpecula
Cygnus
Aquila
Ophiuchus
Serpens
Scutum
Sagittarius
Corona Australis
Telescopium
Ara
Norma
Circinus
Triangulum Australe
Apus
Musca
Chamaeleon
Octans
Hydrus
Reticulum
Dorado
Volans
Carina
Vela
Puppis
Pyxis
Antlia
Sextans
Crater
Corvus
Centaurus
Lupus
Libra
Scorpius
Ophiuchus
Hercules
Corona Borealis
Boötes
Virgo
Coma Berenices
Canes Venatici
Leo
Leo Minor
Sextans
Hydra
Monoceros
Orion
Eridanus
Lepus
Columba
Caelum
Pictor
Horologium
Reticulum
Hydrus
Phoenicopterus
Grus
Piscis Austrinus
Sculptor
Fornax
Cetus
Eridanus
Taurus
Auriga
Perseus
Andromeda
Triangulum
Aries
Pisces
Aquarius
Capricornus
Sagittarius
Scutum
Aquila
Sagitta
Delphinus
Equuleus
Pegasus
Lacerta
Cygnus
Vulpecula
Cepheus
Draco
Ursa Minor
Ursa Major
Camelopardalis
Lynx
Gemini
Auriga
Perseus
Cassiopeia
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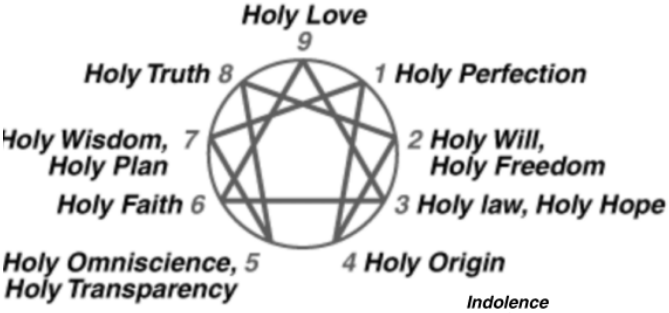
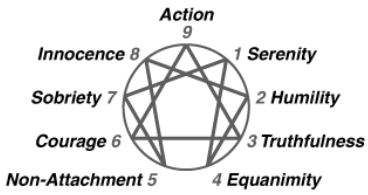
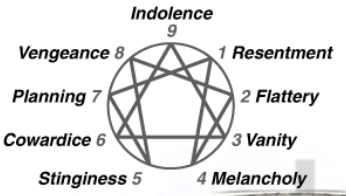
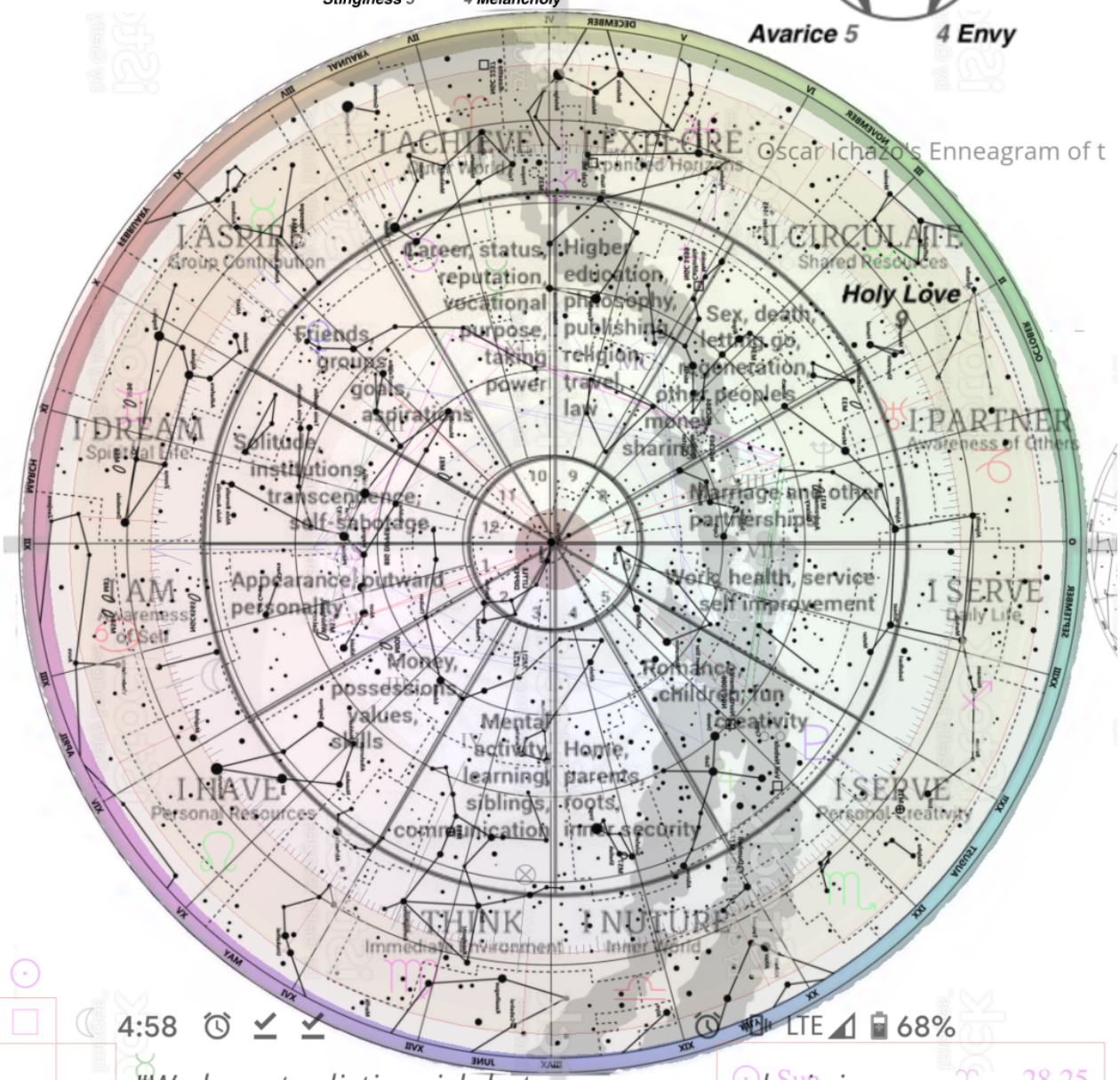
Fornax
Cetus









"We have to distinguish between a man as he is in essence, and as he is in ego or personality. In essence, every person is perfect, fearless, and in a loving unity with the entire cosmos; there is no conflict within the person between head, heart, and stomach or between the person and others. Then something happens: the ego begins to develop, karma accumulates, there is a transition from objectivity to subjectivity; man falls from essence into personality." (Interviews with Ichazo, *page 9)*

S.J. Barrett

Global Environmental, Civil Rights and Peace Activist

Art Director, Multimedia Productions and Broadcasting

https://youtube.com/@spencerduhbarrett

https://archive.org/details/ccMAGv1.21/page/n1/mode/1up

5417604048

co creators

Sacred Plants as Guides: New Dimensions of the Soul

Address to the Jung Society

1991

Location, Claremont, CA

Original Transcription by: [03/21/2015 - Spencer Barrett]
Review 1 by: [06/27/2017 - Spencer Barrett]
Review 2 by:

We must begin to send out ideological visions rather than be the consumers of them.

Description

- Audio Link - 03:35:35
- Video Link
- Transcription
- Other links

Introductory Host

[*Fade in Laughter from Audience*] Without further ado, I want you to Welcome Ethnobotanist Shamanologist and Visionary Terence McKenna *[Audience applauds*]

[Video Fades in on Terence Mckenna who is seated cross-legged, under a whiteboard in the front of a large lecture room at the Claremont College in Southern California, 1991. Terence McKenna who is Addressing the Jung Society of the Greater Los Angeles Area led a day long Workshop, **'Sacred Plants as Guides: New Dimensions of the Soul'**. - Later in the lecture as the Camera pans back around to view the Audience, the viewer can see a room filled to it's capacity with hundreds of individuals attending]

Terence McKenna

Well, it's a pleasure to be in Southern California and in Claremont addressing the Jung Society but before we get into the main body of all this, I will personally introduce myself to some of those who may not know me.

I started out my Academic Career as an Art Historian with a major in Asian languages. That took with Traditional Spiritual approaches in the Asian Style. I ve of Nature and pretty much abandoned the Humanities and s too late to become a *real* scientist and I was too tainted by my ists, so I had to become a very soft, *hard* Scientist. So I got a urces, about as soft of sciences as you'll ever hope to touch.

Culture is a perversion. It fetishizes objects, creates consumer mania, it preaches endless forms of false happiness, endless forms of false understanding in the form of squirrelly religions and silly cults. It invites people to diminish themselves and dehumanize themselves by behaving like machines.

— Terence McKenna —

AZ QUOTES

...the Internet introduces everybody, no matter how weird, no matter how marginalized, no matter how peculiar, to the fact that here are others like you. There are others like you. Find the others. Make common cause. Realize that it's the deals you cut and the friends you make that determine where you're going to be standing when the flash hits."

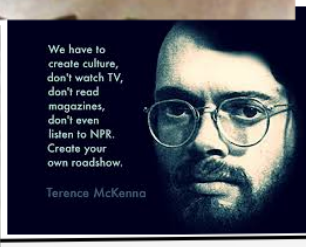
- Terence McKenna, Light of the Third Millenium

"I struggle to say 'My life is my message'; I'd almost rather say 'My message is my message, please don't look at my life, because I'm a fallible human being and I'm constantly fucking up.'"

SEEKTHEBEYOND

"Psychedelics are illegal not because a loving government is concerned that you may jump out of a third story window. Psychedelics are illegal because they dissolve opinion structures and culturally laid down models of behaviour and information processing. They open you up to the possibility that everything you know is wrong."

TERENCE MCKENNA



We are caged by our cultural programming. Culture is a mass hallucination, and when you step outside the mass hallucination you see it for what it's worth.

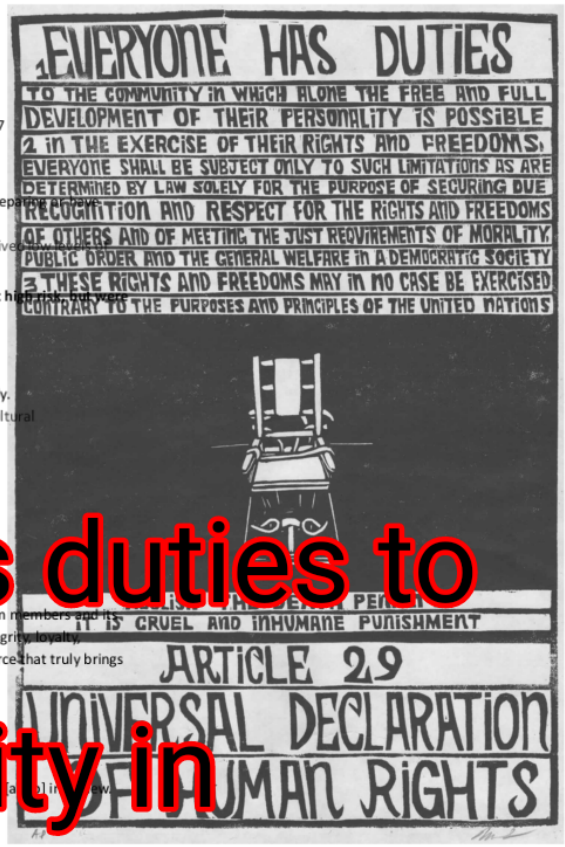
(Terence McKenna)

ART DISCUSSION GROUP

meaningful occupations

Google Search Results for "Conscious Culture":

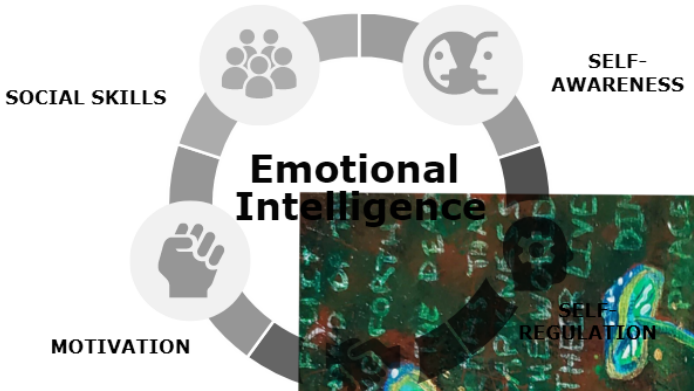
1. FEMA, Federal Emergency Management Agency
   i. Guiding Principles – shared risk-conscious culture
      1. A shared risk-conscious culture is aware of the fact that the future is not free of risks.
      2. Community leaders evaluate a wide variety of threats and hazards in order to assess risk.
      3. Through a shared risk-conscious culture a community can achieve resilience.
   ii. 2019 Cultures of preparedness
      1. Guiding Principle 1: Trust
      2. Textbox: Building Trust and Communicating across Cultures (pg. 16)
      3. Best Practice: Lavender Seniors of the East Bay (LGBTQ Community)
      4. Textbox: Historical Trauma: Trust Issues that may be Hidden to Newcomers p.17
   iii. National Mitigation Framework
   iv. P. 7,16,17
      1. 14% saw preparedness as a Part of Life and were more likely to have started prepa[illegible] been prepared for an extended period of time.
      2. 21% were Working on It and have taken some preparedness actions but perceive[illegible] risk.
      3. **18% said preparedness was On Their Mind and perceived themselves to be at hi[illegible] unlikely to act on fear and take preparedness actions,** and
      4. **46% said preparedness was Not on Their Radar** (FEMA, 2014)
2. The Fourth Tenet
   i. Culture is a powerful but invisible force, and we must deal with it very consciously.
   ii. "Culture is the biggest coercive persuader in society; if you do not conform to cultural



1. 4 Stages of Consciousness Culture
   a. Unconscious unintentional culture
   b. Intentional learning and understanding
   c. Conscious culture
   d. Intentional review, reinforcement and adoption
2. Conscious Culture [illegible]
   a. A Conscious Culture [illegible] love and care and **builds trust** between a company's team members and its other stakeholders. Conscious Culture also includes accountability, transparency, integrity, loyalty, egalitarianism, fairness, and personal growth, acting as an energizing and unifying force that truly brings a conscious business to life.
3. Creating conscious culture through conscious leadership
   a. Inclusion. **Trust**. Belonging. Going beyond perks to focus on purpose
   b. [illegible] During the interview,
   b. 55% were influenced to take the job. [if cause work is discussed]
   c. What does this have to do with a profit-making organization? This simple quote sums it up well: "I took the position here because if a company cares that much about outside causes, then I know they are invested in treating me ri[illegible] employee."
   [illegible] enlivens a culture are the [illegible] each other and **build trust** between each other. A conscious culture is a true reflection of how individuals act within the four walls and outside the four walls of an organization
5. How to build a conscious culture in your organization
   a. A strong, healthy – conscious – culture can develop a competitive edge that is hard for others to copy. It will not only maximize the chances of successfully and sustainably meeting the strategy, it **will also foster trust-based relationships** with stakeholders. It will create engagement. It will make the organization resilient and [illegible] to adapt to changing needs in the environment and attractive t[illegible]
6. Conscious [illegible]
   a. The old model for employee engagement rested mostly on **extrinsic motivators** – like money, bonuses, benefits and titles. Today, it's been proven that people are more motivated by **intrinsic value and meaning** in their work.
7. The 4 Principles of Conscious Capitalism
   a. If you had a chance to implement a system that would bring in 10 times more profit, would your firs thought be about [illegible] to give [illegible] to do so?
   b. [illegible] truly **authentic**, sticking wholeheartedly to your [illegible] about [illegible] and employees than your shareholders -- you can achieve that gain without [illegible] your soul.
   c. **A values-based culture** is one that **is intentional** about **how people act and perform**. When a culture is not **defined and enforced**, your people aren't all **moving in the same direction**
8. Conscious Culture in our distribution center
   a. What's a conscious culture? It's one that's **built on values and principles** that serve as the guidelines for [illegible] **and secure** and work together day in [illegible]
9. Conscious Culture [illegible]
   a. Choice is certainly empowering and requires responsibility to use it for the good. The power of choice modern humans face on a daily basis demands a degree of consciousness that was not as necessary for our ancestors. In the old world, culture was generally geographically limited, and social structures were more rigid. People had customs, wisdoms and traditions that were handed down to them, which dictated to a great extent how they conducted [illegible]. In many cases, these customs were culturally enriching, and [illegible]. The task at hand [illegible] those that help us, [illegible] human flourishing.
   b. The task of the consciously cultured individual is to gracefully steer this social transition toward richer lifestyles and **stronger communal bonds** between people that ultimately result in true human flourishing.
   c. The consequences of science and technology can be roughly placed into two groupings:
      a. They give power to know and do things we couldn't know or do before. This can be used for both good and bad purposes.
      [illegible] previous social structures which [illegible]
   d. Here [illegible] to illustrate:

Everyone has duties to the community in which alone the free and full development of his personality is possible (universal declaration of human rights; article 29; 1)

WPS Office



DOES THE DOJ REALLY CARE?

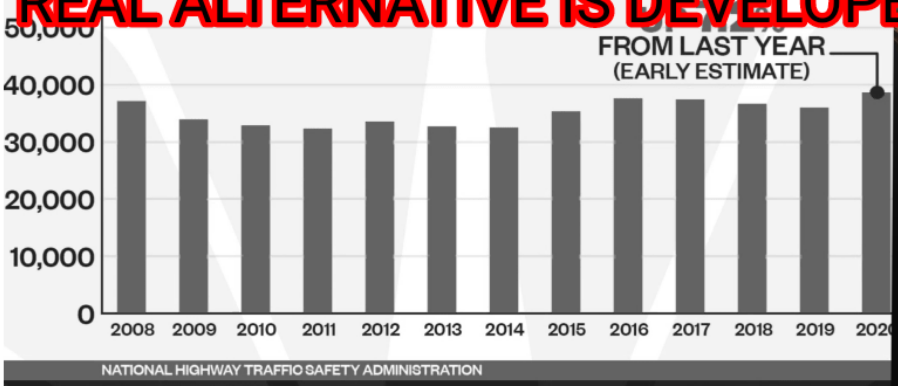
involuntary administration

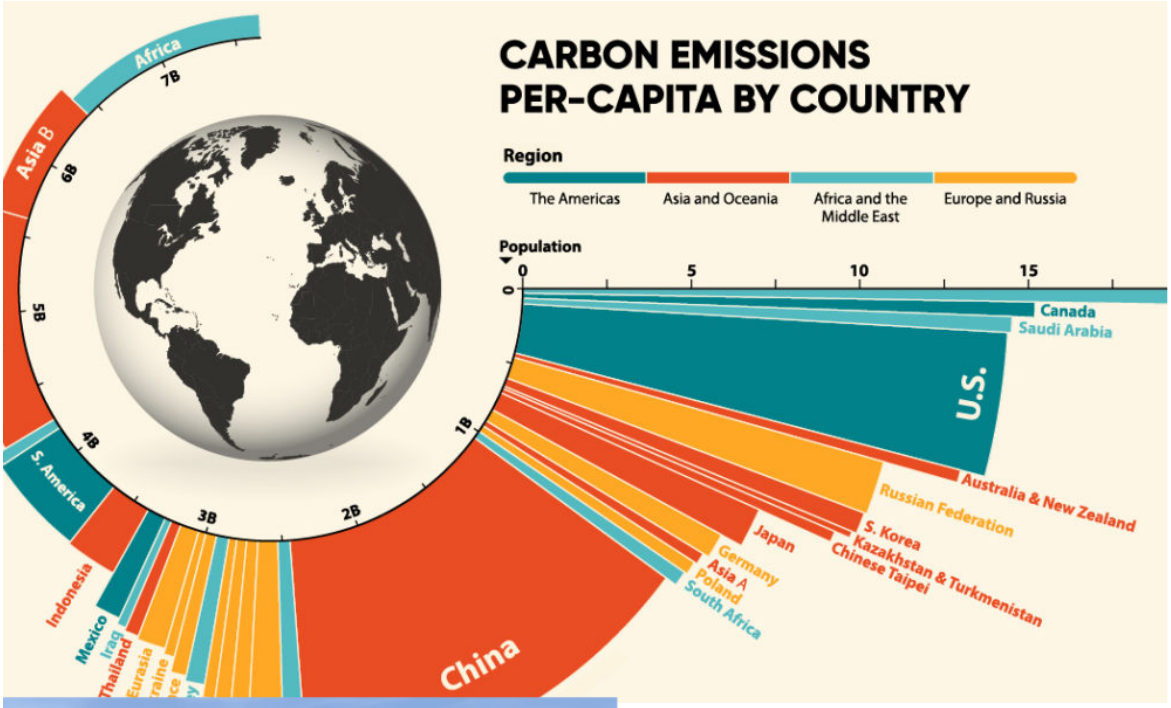
did not explain alternative's

did not provide alternative's

THE STATE IS RESPONSIBLE FOR

ALL TRAFFIC ACCIDENTS UNTIL A REAL ALTERNATIVE IS DEVELOPED





WHAT DOES A

METRIC TON OF CO2

ACTUALLY LOOK LIKE?

WITH ENVIRONMENTAL AWARENESS BECOMING PERVASIVE IN BUSINESS YOU HAVE PROBABLY HEARD COMPANIES REPORTING THEIR CARBON FOOTPRINT BY NUMBER OF METRIC TONS BUT WHAT DOES THAT ACTUALLY MEAN?

8.12 METER CUBE

At standard pressure and 15 °C the density of carbon dioxide gas is 1.87 kg/m3. One metric ton of carbon dioxide gas occupies 534.8 m3

Statistics taken from Carbon Visuals http://www.carbonvisuals.com/resources/

1 HOT AIR BALLOON

1 metric ton of c02 is roughly the size of an AX-03 hot air balloon. This size of air balloon is able to fit one passenger in the carriage.

3500 BATHTUBS

The capacity of a typical bathtub is 0.16 Cubic Meters.

75,000 BASKETBALLS

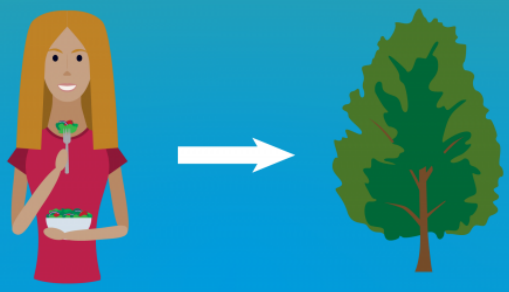
A NBA official ball, manufactured by Spalding, is a Size 7 ball and measures about 0.0071042167287 cubic meters

1 TREE

It takes a single tree roughly 40 years in order to absorb 1 metric tons of C02

HOW MANY TREES DOES IT TAKE TO...

...offset the food you eat?



About 15 trees offset the CO_2 from consuming a 2000-calorie diet.

...offset your fossil fuel consumption?

About 730 trees offset the average CO_2 released for each person's fossil fuel usage.

PennState
Institutes of Energy and the Environment